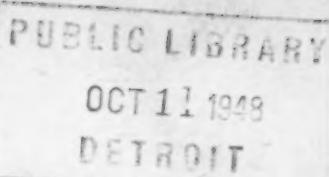


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# College and Research Libraries

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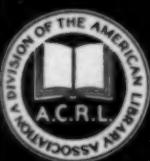
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Vol. IX, No. 4, October, 1948

Association of College and Reference Libraries

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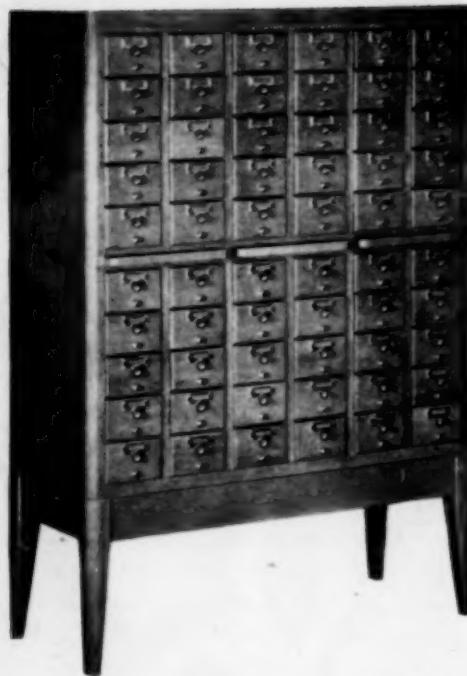
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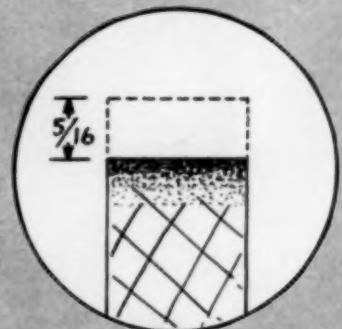
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# College and Research Libraries

## Contents

OUR FOUR YEAR GOALS: CONTRIBUTIONS OF COLLEGE, UNIVERSITY, AND REFERENCE LIBRARIES. By <i>William H. Carlson</i> .....	291
THE SECOND DECADE. By <i>Benjamin E. Powell</i> .....	295
UNIVERSITY OF OREGON'S AUDIO-VISUAL SERVICE. By <i>Raynard C. Swank</i> .....	299
AUDIO-VISUAL SERVICES AT LYCOMING COLLEGE. By <i>Nat Whitten</i> .....	308
NONBOOK MATERIALS IN A TEACHERS COLLEGE LIBRARY. By <i>Marion B. Grady</i> ..	311
THE Experiment Station Record, 1933-46. By <i>Laura I. Makepeace and Lorene M. Ashton</i> .....	316
NEEDED REFERENCE SERVICES FOR AMERICAN AGRICULTURE. By <i>John H. Moriarty</i> .....	318
LIBRARY SERVICE TO TECHNICAL AGRICULTURISTS. By <i>Louise O. Bercaw</i> .....	323
ADMINISTRATIVE ORGANIZATION AND FINANCIAL SUPPORT OF LAND-GRANT COLLEGE AND UNIVERSITY LIBRARIES. By <i>Stephen A. McCarthy</i> .....	327
COLLEGE AND RESEARCH LIBRARIES AND THE C.I.N.P. By <i>Carl W. Hintz</i> .....	332
NEW PERIODICALS OF 1948—PART I. By <i>Edna Mae Brown</i> .....	334
LOCAL AUTHOR COLLECTIONS IN LIBRARIES. By <i>Grace A. England</i> .....	339
THE POSITION-CLASSIFICATION PLAN FOR UNIVERSITY LIBRARIES. By <i>R. Paul Bartolini</i> .....	343
DIGEST OF MINUTES OF GENERAL INTEREST, A.R.L., PHILADELPHIA, JUNE 11, 1948. By <i>Charles W. David</i> .....	347
ANNUAL REPORT OF THE EXECUTIVE SECRETARY, A.C.R.L., 1947-48. By <i>N. Orwin Rush</i> .....	351
PERSONNEL .....	355
APPOINTMENTS .....	360
NEWS FROM THE FIELD .....	362
REVIEW ARTICLES	
The Cornell Survey, <i>Donald Coney</i> .....	367
The Columbia Survey, <i>Stephen A. McCarthy</i> .....	368
Classification for International Law, <i>Werner B. Ellinger</i> .....	370
Guide to Propaganda, Communication and Public Opinion, <i>Robert K. Merton</i> ..	372
Modular Planning, <i>William M. Randall</i> .....	373
Names and Places in the News, <i>Carl Reed</i> .....	374

October, 1948

Volume IX, Number IV

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By WILLIAM H. CARLSON

## Our Four Year Goals: Contributions of College, University, and Reference Libraries<sup>1</sup>

*Mr. Carlson, retiring president of A.C.R.L., is director of libraries, Oregon State System of Higher Education and librarian, Oregon State College.*

AT THE first A.L.A. convention I attended in 1928, at West Baden, Ind., the keynote was on library service in an understanding world, a phrase which has been proven considerably more optimistic than the facts warranted. We and the world at large were little aware that there was even then brewing a devil's cauldron of envy, distrust, hatred, and greed, which was to threaten to lay our comfortable and pleasant way of life low and which was to demonstrate tragically that we did not and do not live in an understanding world. Now two decades later, having tasted of the bitter brew of that unholy cauldron, against which our books availed but little, and to which many of them directly contributed, we are concerned, gravely concerned, and more realistically, about the challenge of public affairs and how the work we do in and through our libraries can help bring enlightenment, peace, and yes, understanding, to a world that has always had far too little of these much sought and desperately needed characteristics. We know that library work well and honestly done will contribute in some degree to the better world

all mankind needs and wants. Therefore, we appropriately relate our plans and thoughts to the four year goals our Association has set for itself in anticipation of, or rather in preparation for its 75th anniversary.

If there is anything new in our announced goals and in this conference it is our sense of urgency and our desire to improve and strengthen our libraries and librarians quickly so that they can make a more direct and positive contribution to the many serious problems that face our civilization, problems aptly said to be, if not new, then newly dangerous. Whether this is true, whether our uneasy concern, our near-hysteria, is justified, time alone will tell. We know from the books in our libraries that many generations before us have felt that they more than any that had gone before, faced unique, difficult, terrifying and almost unsurmountable problems. Our forebears, even as we, solved or failed to solve problems through intelligence or blunder, through good fortune or bad luck. That they failed more often than not, in matters of human relationships and international amity as we have so often and so recently failed, the present state of the world bears eloquent if unhappy testimony.

A survey of our goals indicates several areas in which the work and efforts of college, university, and reference librarians can make important, in some cases even

<sup>1</sup> Paper presented at Third General Session, American Library Association Conference, June 17, 1948, Atlantic City, N.J.

dominant contribution. In doing this, however, the college and university libraries (and to some extent the separate reference libraries) will not be free agents in the same sense as are the public libraries. What we accomplish in our higher educational libraries will necessarily have to be done within the confines of the policies and teaching and research programs of our respective institutions, which of course, we primarily exist to support. Within these limits, though, there is much that we can do.

Toward our first objective of an adequate number of high caliber professional librarians the college and university libraries can and should make the major contribution. We can best answer the question as to how and why young people enter the library profession by each of us stating how he himself happened to become a librarian. Like as not answers to this question would indicate that the decision came during our years in college or our immediate post-college years. For many of us it came through the accident of part-time employment in a library, more often than not a college or university library. Both in being in close contact with young people during their years of decision, and by being advisers, friends, and preceptors of young people working in college libraries we in the colleges can gain many recruits to our ranks.

We do not propose, in the colleges and universities, however to continue, as we have in the past, to leave the attraction of strong young people to our profession to the missionary zeal of a few of our more enthusiastic librarians. We intend to stimulate and promote a unified approach, by all our members and libraries, in behalf of librarianship, to the best young people who come under our observation. It is extremely fortunate, in my opinion, that the majority of our library organizations have decided on a joint effort to attract strong

young people. We were, in the college field, naturally glad that this decision found us mobilized for action, with a special recruiting committee of our own already set up and functioning. We are pleased that this committee has been able to take a prominent part in the work of the Joint Committee on Library Work as a Career, and that our chairman, Lawrence Sidney Thompson, is the secretary of the joint committee. We expect to contribute largely, through Dr. Thompson and his committee, to the work of the joint committee.

In improving professional education for librarianship, also a part of our first objective, we in the colleges and universities have taken and are taking a prominent part. This is natural, even inevitable, in view of the fact that nearly all of our library schools are associated with universities. The schools, even if they are not, as is often the case, under the direction of the librarian, naturally function in very close relationship to the libraries and the library staff, many of whom serve as part-time instructors. These members of college and university library staffs have contributed largely to past progress, and in my opinion it has been considerable, in this area. College and university librarians are taking a prominent part in the present ferment, change, and experimentation in the field, and the considerable trend toward graduate recognition of the first year of library school work. In this area, too, A.C.R.L. has a special committee at work.

The goal of stronger library associations, better organized for membership participation and better equipped to provide service to members, which is also a part of the first of our four year goals, has this year occupied the major time and interest of the Association of College and Reference Libraries. This has been because we have felt ourselves, with our office of executive secretary

newly established and our decision to remain an integral part of A.L.A. behind us, to be in a formative period. We have placed major emphasis, in addition to recruiting and better education for librarianship, both of which will contribute to strong library associations, on attracting new members to our association. This effort, under the direction of Wayne S. Yenawine of the Air University of Montgomery, Ala., has borne good fruit during the year, bringing our ranks to well over 3600 members, as compared to 2400 last year.

While strong emphasis has been placed on our association as such, this has been done with a clear realization that the association is only a means to an end. We are interested in the association only because we believe and hope that through working together within it, and in an organized way, we can best make our libraries stronger, more vital, more effective. At whatever moment and to whatever degree our association begins to exist by and for itself, instead of as a convenient and responsive agency for us to work through, it will begin to lose value and that strength which comes from close contact with the grass roots. It is for this reason that the Board of Directors of A.C.R.L. has been highly pleased that our new executive secretary has been able to make numerous trips to institutions about the country, to confer with and advise college presidents, and speak before library groups and faculties.

In the current issue of *Special Libraries* there appears a provocative and thoughtful article by Ruth Savord, "Seen from the Sidelines," on association strength and development. Miss Savord looks back with understandable nostalgia to the days when the strength of the Special Libraries Association lay in participation of practically the entire membership in the constructive work of the association. She compares this

with the present large, far-reaching organization, with a headquarters office and staff and numerous chapters and groups. She fears, and quite rightly, it seems to me, that this situation inclines the membership to become "takers" of others' labor and abilities rather than "sharers." She raises the question as to whether it is better to be *ineffectively* large or *effectively* small.

This is the dilemma of all professional organizations. Obviously we need numbers for strength as well as a wide dispersal of the results and benefits of our efforts. How to have both, a large membership and a vital program with appeal to all members, and in which they can work, is a problem neither easy nor simple of solution. A.C.R.L., being young, should be able to avoid some pitfalls. Already, however, demands on our executive secretary are snowballing, pointing a clear trend toward a strong, extensively staffed executive office to which we can all turn to get our work done. I here voice the personal hope that our headquarters staff will be kept relatively small and simple and that much of our work will be spread to and done by our members.

The increasing fragmentation and specialization of our associations is also a matter for serious thought. It is exemplified by the Special Libraries Association, once itself a specialized group drawing together because of mutual interests and problems, and now having twenty-three chapters and thirteen groups, and our own young A.C.R.L. already with seven sections. It is my opinion that, in our efforts to be democratic we have leaned over backward in setting up section and chapters. Within A.C.R.L. this can now be done by any twenty people banding together and, with the approval of our board of directors, organizing a new section.

Our association and our sections would be stronger, I believe, if the constitutional

section requirement were raised to 150 or 200 members. Finally, we need an effective unifying agency for all our associations, which have as many or more things in common as they do apart. I incline to the view, as suggested by Milton E. Lord, that this need can be well met by a national federation of library associations, with the A.L.A. serving as the unifying agency.

Our college, university, and reference libraries can also make major contribution to the attainment of one phase of our third goal, the cooperative acquisition at the state, local, and national levels of the world's useful knowledge, so that all important materials will be found in some American library somewhere. In this quest for all the books of conceivable importance to be somewhere in America, college, university, and reference librarians, ever since E. C. Richardson first voiced the idea in 1899, have taken a leading part. Now the Association of Research Libraries, which believes in keeping itself small, and which, with a very few exceptions, consists of university and college libraries, is the chief proponent of such action; through the well-known Farmington Plan, a plan which in its logical implications and application extends far beyond the sharply limited membership of the Association of Research Libraries.

In this problem of acquiring and organizing for effective use all the world's knowledge lies one of the serious cultural problems of mankind. It is not a problem of the librarians alone, although we as librarians are certainly on the front firing line. Given the necessary money and space we can probably organize indefinitely, even with our present controls, mankind's voluminous production of records, which at the Library of Congress alone is bringing a linear shelf growth of over six miles per year for books and pamphlets alone. I wonder though, and I know this is heresy, at the need of

scholarship, that is really significant scholarship, for all the materials we so meticulously acquire, or its ability to use them effectively. As a citizen and taxpayer, too, I am concerned, using the Library of Congress again symbolically, over the fact that the budget of this great library has more than tripled during my two decades as a practicing librarian, and is still far below the carefully demonstrated needs of the library. The time has come, it seems to me, for us to begin seriously to ask, "Can there be no ceiling?"

To the improvement of interlibrary loan arrangements and the bettering of facilities for locating materials the colleges and reference libraries will continue as they have in the past, to make major contribution. This will undoubtedly be done through further expansion and refinement of bibliographic centers, regional reservoirs, and union lists. It may here be appropriately noted that the present large *Union List of Serials*, now so fundamental and so important in the operation of all libraries, came into being through the planning and active financial support, to the tune of \$36,000 each, of forty libraries, chiefly college and university.

One desired objective in the interlibrary loan area is to limit the very heavy loans and the responsibility now carried by our largest libraries. There is good prospect, I believe, that technological developments will before too long make possible very considerable economies in time and money in the free and easy interchange of our books. It seems highly probable however that our 75th anniversary will see us still carrying this work on largely along the present well established and traditional lines.

I have purposely stressed in this brief discussion those areas and goals in which and to which our college, university, and

(Continued on page 298)

By BENJAMIN E. POWELL

## The Second Decade<sup>1</sup>

*Dr. Powell, director, Duke University Library, is President of A.C.R.L.*

THE GOALS and objectives of A.C.R.L. have been described with clarity and understanding by chairman Carl M. White and Eugene H. Wilson of the Policy Committee, both of whom, along with earlier presidents of this association, have had highly pertinent statements to make about its future. But I do not think it superfluous to address our thoughts again to the needs and obligations of A.C.R.L., and to some of the simpler devices for strengthening the association.

Ten years ago we were in the process of becoming a division of the American Library Association. We are a division as a result of a process in the A.L.A. organization which Schlesinger has called a "splitting and splintering process." This process started almost simultaneously with the organization of A.L.A. in 1876. The parent association lacked something. Our division lacks something; it always will. When everyone is satisfied, ossification will have set in. Some want now only a framework within which librarians of similar professional interests may meet; a few want a placement bureau; others say concentrate on a research and publications program; still others want an organization flexible enough in structure to permit meeting at several levels suggested by interest, experience, and professional contributions.

Needs of this character were apparent as far back as 1876 when the A.L.A. was

organized. Old-timers like Winsor, Fletcher, Poole, Fiske, and Vinton must have separated often from the crowd at early A.L.A. conferences in order better to discuss the preservation of pamphlets (a subject incidentally on which we still need fresh advice); charging systems; seminar methods of instruction; subject headings and classification; and library philosophy generally. They surely drew Vinton out on the subject of his ultramodern circular library then completed at Princeton, a building which this summer is yielding to modern university library construction.

Of course, convention-going was fast becoming popular in that last half of the nineteenth century. Everyone who could claim a profession, had by 1875, participated in the election of national officers, was paying dues, and going once a year to conventions. Conventions since have become a part of our American system, and I suspect they have been good for us all.

There was increased interest in college and university libraries in the decade following the establishment of A.L.A. And in 1889 a meeting of the libraries representing educational institutions was called at the annual conference of A.L.A. for the purpose of discussing the organization of a section. Librarians from Amherst, Harvard, Cornell, Tulane, Oberlin and other institutions were there. The group went immediately into a discussion of the seminar system and departmental libraries. The subject was not exhausted at this first meeting, and those attending agreed that it should be continued later, preferably within the framework of a formally organized

<sup>1</sup> Paper presented at meeting of A.C.R.L. at Atlantic City, N.J., June 18, 1948.

round table or section. So at White Mountain, in 1890, this handful reassembled, continued their discussion, and launched the College and Reference Section, predecessor of the Association of College and Reference Libraries.

The "splitting and splintering process," this time within the section, was not long in developing. The section was too general to accommodate the more restricted interests of librarians of all educational institutions. The agricultural college librarians formed a round table, and the junior college and teacher-training librarians had, by the 1930's, begun meeting alone or with other groups. The establishment of A.C.R.L. brought these various groups back under the same roof, as it were, in an organization which permits meetings at a general level and at special interest levels. In most respects the framework is eminently well fitted for the achievement of the A.C.R.L. objectives. It is disquieting, therefore, to some of you to hear that the association is not fulfilling satisfactorily all of the requirements of its members. But no professional association does. It has been suggested that we study other comparable organizations and remodel our own to embody their best features. But the plan or structure of this association will not make it strong or weak. The recommendations of the Fourth Activities Committee, or the Fifth, cannot guarantee us a strong association. This can come only with well-defined objectives, strong leadership, and active member participation from top to bottom. Perhaps we should consider here only the last. Our objectives are well-defined; when we have more active participation, perhaps the members will demand a different sort of leadership!

The ten-point program that the Policy Committee drew up will constitute a challenge for years. It was not meant to be

completed in a season, but something at which we can keep hammering: making the organization effective, planning meetings, initiating publications, bringing in new members, supporting *College and Research Libraries*, and bringing A.C.R.L. and other professional associations closer together. There is nothing here that we can tie up and put aside as finished.

We can, however, this year further condition the association for a continued assault on these objectives. First, by continuing the four committees President Carlson established last year. Our membership now stands at 3600, an increase of 1200 over last year. This increase can be attributed largely to the work of the Committee on Membership. In 1936 the old section had only 140 members; in 1938, 761. The committees on Recruiting and Educational Preparation and Qualifications cannot as quickly produce the same tangible results; nor can the Committee on Financial Needs. They will, however, strengthen A.C.R.L. and the library profession generally over the long haul, by giving attention to the recruiting of able people, and by studying the qualifications required in our several types of libraries.

Second, members and potential members must become better acquainted with the association. This is a job for all of us, but particularly for the section officers. News letters and bulletins to the membership are some of the elementary media that have proved effective.

One weakness of the A.C.R.L. is that many professional librarians know little about it. They read *College and Research Libraries* and regard it highly, but they do not always associate it with our division. Not long ago I heard a well-known librarian ask "What is A.C.R.L., and who belongs to it?" He is a member of A.L.A. and I have seen him at meetings of this

association. I have asked members of my own staff how much the association means to them. Many of them, although they belong to A.L.A. are vague about their relations with this division. They aren't certain that they belong, and haven't been convinced that they should. Now here's a job for me! Maybe you have a similar opportunity. The association must somehow play a more important role in the lives of professional librarians if it is to approach its objectives. It will not attract new members if they know that librarians of major institutions do not consider it important to belong.

When you become a librarian you assume an obligation to join the professional associations and to concern yourself with professional problems. If you new members do not find A.C.R.L. a satisfactory organization through which to tackle professional problems, you are obligated to help make it so. Let's employ every device we can to keep college, university, and reference librarians informed and close to the affairs of this association. By the way, as of this moment, you join by checking the division and section of your choice on the A.L.A. membership blank. And if you don't join early in the year you are likely to miss something.

Third, if the interest of new members is to be developed and maintained these people must be given something to do. Maybe those of us who have been members of the division since its organization should try looking at it through the eyes of a new member.

When I was secretary of the association a few years back, the chief complaint I received—particularly from new members—was that they had nothing to do. Some of them were bitter about the way the older members appeared to pass offices and committee assignments around among them-

selves. Too often they have had grounds for criticism. The same names appear on committee lists from year to year, and sometimes the same member is serving simultaneously on several committees. It should not be necessary to explain though that frequently it is advantageous to have on a committee the kind of experience that only a few members can bring to it. We have this year 1200 new members. They are joining because they think this is their association; here is where they can get their teeth into a job, make a professional contribution and gain some recognition—all perfectly normal objectives.

The purpose of the Junior Members Round Table, when it was organized more than fifteen years ago, was to provide a framework within which younger members of the profession could spread their wings, hold office, serve on committees, appear on programs, and air their grievances. I recall that my first participation in professional affairs was as a member of a committee of junior members. The assignment I received represented a privilege and a responsibility.

Most young librarians hesitate to request assignments. I can't promise that we can use all of you this year, but I think I can say that your name will come out of the hat sooner if it is placed with those anxious to be of service. Section officers should draft as many young members as can be used. We appreciate the association when we work for it.

Fourth, *College and Research Libraries*, the journal of the division, should have better support. It now goes to 650 individual and 850 institutional members. Your subscription is an important form of contribution. Articles describing investigations you have made—investigations designed to extend our professional knowledge—are equally important. If your investigation

appears significant enough to be preserved in an article, I hope you will not be too modest to describe and interpret it for the editor. The sections, you know, have not shared equally the space in the journal—but I think there has been no hint of discrimination. Of 409 articles appearing in *College and Research Libraries*, 242 have been general in scope; 56 concerned primarily with university libraries; 52 with college; 28 with reference; 10 each with libraries of junior colleges and teacher-training institutions; and fewer than 10 to agricultural and engineering libraries. While obviously there are differences in the amount of material available, there must be gaps in the published information about the philosophy, practices, obligations, and opportunities of some of the special interest libraries. You should not assume, however, that the paucity of articles bears any relationship to the interest of elected officers of sections. The best records of attendance at board meetings are held by representatives of those special types of libraries about which literature seems to be scarce.

Among you are many who want to receive *College and Research Libraries* in place of the *A.L.A. Bulletin*. It is obvious that

such a substitute arrangement cannot be worked out satisfactorily. However, you will remember that the Fourth Activities Committee has included in its tentative proposals a plan which will permit every member to receive the journal on his membership.

Finally, a word about the work of the executive secretary. His report covering his first year in office is evidence that in the executive secretary's office we have the connective tissue this association has needed so urgently to bring its sections and its members together: a clearing house for information, a representative who can speak to us and for us about the affairs and problems of this association, continuity, and an honest desire to be of service. While this office is already an indispensable part of A.C.R.L., its contributions may be expected to increase in importance in each of the next several years. The directors are not losing sight of the ten points in A.C.R.L.'s original program. They are still before us. But whatever the objectives of the next decade, they will be achieved only if we continue to strengthen our membership in quality as well as in numbers, and only if most of these are *interested* and *active* members.

## Our Four Year Goals

(Continued from page 294)

reference libraries can and will make outstanding and significant contribution. We will not, however, I sincerely believe, limit our vision and our work and efforts closely and specifically to the college field. Toward all our goals, four year or otherwise, I know I can safely pledge the college and reference librarians to work with intelligence

and good will. Our members will often be found, I am certain, working in behalf of state extension of public library service, county and other larger units of public library service, and in whatever other ways may strengthen and improve library service and help bring books to the people and understanding to the world.

By RAYNARD C. SWANK

# University of Oregon's Audio-Visual Service<sup>1</sup>

*Dr. Swank, formerly librarian of the University of Oregon, is now director, Stanford University Libraries.*

IN SEPTEMBER 1946, the University of Oregon established a centralized, campus wide audio-visual service, somewhat experimentally, as part of the university library. This article defines the scope of this department, states the principles that guided its inception and development, describes its facilities, services, staff, and organization, and characterizes its use by the instructional departments of the university.

### Scope

Audio-visual service is extended to all departments of the university. While it is oriented primarily toward the instructional and research programs, athletics and student activities are also accommodated. Off-campus extension service is not offered, since it is a function of the Department of Visual Instruction at Oregon State College.

The audio-visual fields covered by the department include moving picture films, film strips and slides, microfilms, and sound recording and amplification. Within these fields instructional and research materials are acquired or produced, cataloged, and loaned to students and faculty, and the equipment required for their use is made available. Photostating and most photo-

graphic work on other than 35mm. film are performed by the university's photographic bureau, which is concerned primarily with publicity and pictures for the student annual. Maps, charts, prints, models, and museum objects are still handled by conventional library and museum methods.

### Principles

The faculty members Lester Beck (psychology), Carl Johnson (foreign languages), and Hugh Wood (education), who proposed the organization of this department, and the library staff members who brought it into being were guided by four major principles: (1) that all audio-visual equipment and materials<sup>2</sup> which are the property of the university should be placed under the custody of a centralized agency serving all departments of the university, (2) that this agency should be the existing library in order that the acquisition, organization, and use of the audio-visual and printed materials might be readily correlated, (3) that audio-visual services to instructional departments should be financed by the direct allotment of university funds to the library, and (4) that the service program should promote individual as well as group study of audio-visual materials.

The centralization of responsibility for audio-visual equipment, materials, and

<sup>1</sup> Paper read by Don L. Hunter, director of Audio-Visual Department, University of Oregon Library, at Conference of Oregon Library Association, Reed College, May 27, 1948 (slightly abridged).

<sup>2</sup> Throughout this paper, "materials" will mean instructional materials, such as films, slides, and recordings; "equipment" will mean projectors, screens, record players, etc.

services is a principle which, being already well established, needs little exposition. Projectors, films, and recordings, have manifold uses in many departments of the university. When in constant use, equipment or collections of materials can be deposited in the instructional departments. When needed occasionally, they can be borrowed from the central pool. Equally important is the provision in a centralized agency of an expert staff to keep abreast of developments in this rapidly changing field, advise the faculty about new equipment and instructional materials, select and purchase new equipment, keep it in repair, and instruct faculty and students in its operation.

The second principle, that this central agency should be the library, is less well established. Whatever is unique about Oregon's audio-visual program derives from the conviction that audio-visual and book services should be correlated in a single library program.

The usual arguments against library participation were considered: that the methods and philosophy of audio-visual instruction are different from instruction through books and are not understood by librarians; that audio-visual education is a specialized field with its own materials, problems, and objectives; that the library is not equipped or staffed to care adequately for the materials and equipment from a technical point of view; and that the importance of the audio-visual field justifies independent status parallel to the library.

On the other hand, it was strongly argued that audio-visual aids ought not be viewed in opposition to printed aids but should be integrated with them. Both are instructional aids used together in the same educational process, and if properly related, supplement each other. When administered with vision and a clear understanding of educational objectives, their combination in

the library should result not in the neglect of audio-visual service but in a broader and more adequate philosophy of the library itself—a philosophy involving both types of aids in new relationships.

That the existing library was not staffed or equipped to handle audio-visual materials was granted, but the conclusion drawn from that fact was not that these materials be handled elsewhere, but that something should be done about the library. The necessary new staff and facilities should be provided and the old staff educated to its new responsibilities. And since the acquisition, cataloging, reference use, and circulation of instructional materials are jobs with which the library already has a wealth of experience and for which an elaborate organization already exists, it was believed that the adaptation of this agency for audio-visual purposes could be accomplished more effectively and economically than the establishment of an entirely new agency.

The decision to administer audio-visual services through the library was further supported by the conviction that, in the long view, their contribution to instruction, and especially, to research will depend less upon the manipulation of mechanical devices in the classroom than upon the systematic acquisition and organization of audio-visual resources for instruction and research—that is, upon the creation of an audio-visual library in the literal, accepted sense. Projectors, reading machines, phonographs, and recorders are merely the mechanical appurtenances of the audio-visual library.

The third principle, that audio-visual services to instructional departments should be financed by the direct allotment of university funds to the library, was readily accepted as soon as those services were recognized as a legitimate extension of the traditional library function. The traditional library is an all-campus agency which, although in one sense the servant of the

instructional departments, is expected to make a contribution of its own to instruction and research. Similarly, the audio-visual library was conceived as an integral part of the educational program. Teaching with films and phonograph records was given the same status as teaching with books. In addition to enabling the audio-visual department to accept an educational responsibility, the direct allotment of university funds obviates the undesirable red tape which accompanies interdepartmental budget transfers.

Fourth, as plans for the audio-visual department took shape, the conviction grew that in the long run the individual study of films, slides, recordings, and related materials would become as important to instruction, certainly to research, as their group use by entire classes and other large audiences. If the proper facilities for individual study were available, a faculty member would often have no better justification for showing films in the classroom than for reading aloud from textbooks which students can read for themselves at the library.

The provision in libraries, moreover, of auditoriums and other large rooms for audio-visual purposes was felt to offer less than that of a number of small record booths, slide and film projection rooms, and the like. While facilities for record concerts and movie programs for students are obviously desirable, they should not displace the less dramatic type of quarters to which students can take class assignments for private intensive study.

#### *Facilities*

Temporary quarters were found for the new department on the ground floor of the library building next to the newspaper reading room. These include an office and a shop in which equipment is stored and repaired and films are previewed. Three small adjacent rooms, originally intended

for reading to blind students, are used interchangeably for microfilm reading, listening to recordings, rehearsing speech and language exercises with wire and tape recorders, and projecting slides. A photographic laboratory, equipped for microfilming, slide making, and the processing of both black-and-white and color film, is located nearby. On the third floor of the building is the Douglass room, containing the record collections (soon to include tape as well as disc), non-music as well as music, phonographs for both individual and group listening, and music scores. The library's browsing room contains a phonograph for record concerts of a recreational character and can be darkened for the projection of moving pictures and slides. Selected classrooms, lecture halls, and such specialized rooms as speech and music studies are being equipped as rapidly as possible with blinds, sound absorbing materials, screens, or whatever is required to facilitate the use of audio-visual methods. There being no suitable space in the library building, a disc recording studio is still maintained at the school of music.

These temporary arrangements are soon to be replaced by new quarters in the library addition upon which construction is scheduled to begin late in 1948. There will be a reception room with space for audio-visual magazines, catalogs, bibliographies, and other reference tools. Adjoining will be the director's office, shop and storage areas. Two combination recording and film projection studios are planned with a common control room. The new Douglass room will contain shelving for disc and tape recordings and music scores, table-mounted phonographs with earphones, a series of phonograph booths, a group listening room, and a small piano room in which students can try out music scores. The phonograph booths will also double as wire and tape recording booths for language, speech, music

and other students, and as slide projection booths. Several larger booths will also be provided especially for slide and film projection. Space for photographic processes will include dark rooms and a studio for microfilm, copy, and other camera equipment. Conference and seminar rooms in the subject departments of the library (humanities, sciences, etc.) will be equipped for use of phonographs, films, and slides. Microfilms will probably be stored and used primarily in the department of special collections (rare book, archives, and Northwest history). Facilities outside the main department will continue to be developed on the theory that, beyond a certain point in the growth of the program, it will prove desirable to decentralize further the use of audio-visual materials through integration, on the one hand, with the subject departments of the library and, on the other hand, through controlled distribution to speech, music, psychology, language, art, and other instructional departments in which use is intensive.

The use of audio-visual materials is, of course, decentralized now to a considerable degree; the central department serves primarily as headquarters for the acquisition, production, organization, repair, and distribution of materials and equipment. A brief account of the nature and disposition of present equipment and instructional materials will elucidate this point.

The film collection is still small and growing slowly because (1) instructional films worth buying in a number of subjects at college level are not available, (2) many good films are needed only occasionally, perhaps only once a year, for single classes, and should therefore be rented, and (3) the department of visual instruction at Oregon State College maintains a large extension collection which the university uses and does not wish to duplicate. Present policy is to store all films in the audio-visual department. The filmstrip collection is also

still small and stored in the audio-visual department. Both films and filmstrips are loaned to or deposited in the instructional departments as needed.

The slide collections, now totaling about 25,000 slides, are stored almost entirely in departmental deposits. The audio-visual department is only now starting a collection in the main library for departments which do not care to house the slides in their subjects and for little-used slides being returned from deposit. Future policy will probably encourage the weeding of departmental deposits, the return of inactive materials to a central repository, and the free interchange of little-used materials between the deposit collections and the central repository.

Disc recordings, including transcriptions of both musical and nonmusical subjects, are now centralized in the Douglass room, with the exception that small and fluid working collections are deposited in the school of music and the school of physical education. The physical education deposit consists primarily of folk dances. A growing collection of tape recordings, now kept in the audio-visual office, will be moved to the Douglass room as soon as separate tape players are available. No recordings are yet being preserved on wire because of the high cost of wire cartridges. Both disc and tape recordings are loaned to faculty members for classroom and other instructional purposes.

All audio-visual equipment belonging to the university, except a few pieces which could not easily be shaken loose from their original departmental owners when the central service was established, is now under the custody of the audio-visual department. A major part is on deposit in various instructional departments where use is so frequent that borrowing from the library is impractical. The rest is held in a central pool for general campus use.

Four sound and two silent moving pic-

ture projectors are now in the central pool. Three additional projectors are located in the university high school, military department, and athletics department. Twenty-two slide projectors of various types, including combination slide and filmstrip projectors, are available. Of these, seven are pooled and fifteen deposited in the anthropology, architecture, geology, education, physics, biology, and chemistry departments. There are four opaque projectors of which two are deposited in the music and architecture departments. Six portable, dual-speed transcription or record players are on hand, two of these being deposited in the music and physical education departments. A large console phonograph is located in the Douglass room and a combination radio-phonograph in the browsing room. Twelve table-mounted phonographs with earphones are located in the Douglass room. Five wire recorders are on deposit in the speech, music, and foreign language departments, and two tape recorders are pooled. One console disc recorder is in the music department, one portable in the speech department, and one portable is pooled. Camera equipment includes a Graphlex microfilming outfit (used also for slide making), a 16mm. moving picture camera, and 35mm. miniature cameras. There are three microfilm readers, one of these on deposit in the history department. Sound reinforcement equipment includes four amplifiers of different types and a variety of microphones and speakers. Miscellaneous items include a number of screens, both pooled and on deposit, film splicer, vacuum tube voltohmeter, light meters, film developing tanks, enlarger, etc. An ozalid machine is available at the registrar's office.

#### *Services*

The services normally rendered by the audio-visual department may now be enumerated.

**Information.** The director tries to keep abreast of developments in equipment and instructional materials and to inform the faculty of those pertinent to their fields of interest. He actively stimulates the wider and more effective use of audio-visual techniques by suggesting and demonstrating new possibilities to faculty members. He offers bibliographical and reference assistance and aids in the evaluation of instructional materials.

**Acquisition.** The department reviews requests for equipment and instructional materials and approves all requisitions for the entire campus. It therefore bears central responsibility for the selection of appropriate equipment, for the elimination of unnecessary duplications, and for the building of the university's resources in films, recordings, etc. Film, filmstrip, and slide rentals for all departments are also handled by the audio-visual department. During January and February 1948, film rentals totaled 48 and 85 respectively.

**Production.** The university's audio-visual resources are augmented not only through the acquisition of materials from outside sources, but also through local production. All such materials produced by the audio-visual department for instructional purposes are paid for by the library and added to the library's collections. During January and February, 1014 slides, a large part in color, were made; 755 frames of microfilm were taken; and 626 ozalid prints were produced. Disc, wire, and tape recordings are made of a wide range of subjects, from concerts and public addresses to counseling interviews and programs for radio broadcast. Some of these are ephemeral; other are cataloged and preserved for archival or instructional purposes. Worn, irreplaceable disc recordings are copied, sometimes on tape, and wire or tape recordings are often copied on discs for more convenient usage. The audio-visual department helped prepare the pilot version of the

educational film, "Human Growth," sponsored and distributed by the E. C. Brown Trust of the University of Oregon.

*Circulation.* Equipment and instructional materials are, of course, loaned to faculty and advanced students and deposited when necessary in departmental offices and classrooms. Incomplete records for January 1948, which was not a peak month, show that moving picture projectors were used at least 42 times, slide projectors at least 182 times, portable record players 112 times, sound amplifiers 9 times, tape recorders 128 times, and wire recorders 160 times. Delivery and pickup service is provided by the audio-visual department, although faculty members are encouraged to call for their own materials whenever possible.

*Operation of Equipment.* Trained operators, usually students, are supplied by the audio-visual department when the nature of the job requires them or when it is clear that a department cannot provide competent operators from its own staff. The general policy, however, is to train, as an important part of the educational process, as many faculty members, graduate assistants, and students as possible to operate their own equipment. Thus in February only 66 hours of operator service were provided to the instructional departments by the central service. No charge was made for this time.

*Instruction.* In addition to giving informal instruction in the operation of equipment, to advising faculty of new developments in the audio-visual field, and to helping faculty and students select appropriate materials for their purposes, the director also assists with formally organized courses involving the instruction of students in the use of audio-visual materials. An example is the course in audio-visual aids offered by the school of education.

*Design and Repair of Equipment.* The audio-visual department is responsible for

keeping all equipment in adjustment and repair. Pieces on deposit in the instructional departments, as well as those loaned from the central pool, are regularly checked and serviced. Beyond this, the department is often engaged in the designing of new equipment and the adaptation of old equipment for new purposes. The table-mounted phonographs in the Douglass room, for example, were designed and assembled by the audio-visual staff; and experiments are now being conducted toward the development of a "loop" recorder in which one minute or so of tape can be run continuously through the erasing and recording heads.

*Noninstructional Services.* Sound amplification and other services are provided for athletic events, convocations, conferences, dances, and the like. These services, unlike those in instructional departments, are paid for by the departments or organizations requesting them, and the money so collected is used to pay the operators and buy equipment of the kinds required for these jobs. The educational activities board finances for students a weekly "movie night" which is now managed by the audio-visual department. A subcommittee of the faculty library committee assists with the selection of films to be included in these programs.

#### *Staff*

The staff of the audio-visual department consists at present of the director, his secretary, a music librarian (half-time), a technician, and student assistants.

The director, Don L. Hunter, is a regular department head of the library with rank of assistant professor. He attends all department head meetings, is a member of the library staff association, and is active in staff affairs, both professional and social. He has a bachelor's degree in electrical engineering and has specialized in sound recording and reinforcement. He originally became interested in photography as a

hobby. He has no professional library training.

The music librarian, True Morris, who supervises the Douglass room, is a professionally trained librarian with a masters degree in music. Her academic rank is instructor. Half her time is spent as a member of the reference staff.

The technician, Robert Merrell, is classed as audio-visual assistant in the Oregon state civil service. He received his training in the audio-visual field while a member of the armed forces. Before joining the library staff, he served as a radio technician for KOAC, a state-owned station located at Corvallis.

Student assistants are used as equipment operators, for delivery and pickup service, and for attending the Douglass room.

As will be noted later, other members of the library staff participate in the work of the audio-visual department, since all orders for films and recordings are handled by the acquisition department and all acquisitions are cataloged by the catalog department. The library-trained staff is teaching the audio-visual staff as rapidly as possible what it needs to know about library methods, and the audio-visual staff is teaching the library-trained staff what it needs to know about audio-visual methods.

#### *Financial Administration*

According to the principle already stated, the audio-visual department is financed by direct allotment of university funds to the library. These allotments are incorporated into the general library budget. No funds are budgeted to the instructional departments by the president for audio-visual purposes.

The final budget breakdown for the general library includes separate accounts for audio-visual wages, audio-visual supplies, film rentals, general audio-visual materials, and departmental audio-visual

allotments. "Film rentals" cover rentals for all instructional purposes. Funds for the purchase of instructional materials (films, recordings, slides, etc.) are divided between "general audio-visual materials" and "departmental audio-visual allotments." The former is used by the director for the purchase of materials of general interest and for helping out departments whose allotments prove to be inadequate. The latter consists of allotments, analogous to the traditional allotments of book funds, placed at the disposal of the instructional departments. These allotments are assigned on the basis of need by the head librarian, in consultation with the director of the audio-visual department, the acquisition librarian, and the faculty library committee. It is expected that the departmental book and audio-visual allotments will soon be consolidated.

Audio-visual equipment and travel have not been separated in the budget from general library equipment and travel. Funds collected for services to noninstructional departments are credited to a special audio-visual account which is separate from the main library account.

#### *Acquisition and Cataloging*

The library is the university's purchasing agent for films, slides, recording, and other instructional materials. Orders are placed and the materials received by the acquisition department, which controls the funds for the purchase of audio-visual materials as well as books and which exercises final approval on all orders. Orders for supplies and equipment are placed by the librarian through the university's business office.

Audio-visual materials, those produced by the audio-visual department as well as purchased through the acquisition department, are then cataloged and classified by the catalog department. Cards for films, filmstrips, and recordings (tape as well as

disc) are made for the general public catalog and others for separate catalogs in the audio-visual department. In the general public catalog, a recorded speech by Theodore Roosevelt is therefore listed among his printed works, and a film on sound waves is listed among printed works on the same subject. Cards for slides are not being filed in the general public catalog, although the compilation of a central card catalog of slides in all the university's collections is in progress. Ozalid contact prints made from the mounted slides or from the film strips before cutting and mounting are pasted on the catalog cards to facilitate identification and selection.

Slide classifications with a uniform base for all subject fields are being developed in order to permit the exchange of slides among departmental deposits and the central repository as educational needs change. Slides, like books, are expensive; and the same slides are often useful to several departments. Anthropology, biology, and geography, for example, have common use of many slides; and the collections in art and architecture are useful to foreign languages, anthropology, history, and music. No subject classification is applied to films, filmstrips, recordings, or microfilms, these being arranged simply by physical type, size, and order of acquisition. Recordings, however, are divided into several very broad classes, such as music as well as by size.

#### *Use*

Although a few statistics suggesting amount of use have been given under the heading Services, the kinds of use made of the audio-visual department by selected instructional departments may now be characterized.

The school of music regularly sends its students to study recordings and scores in the Douglass room. Students in music theory, history and appreciation, and con-

ducting are enabled to carry out individual assignments so far without scheduling the use of phonograph equipment. Recordings are extensively borrowed for classroom use, and a record deposit is maintained in the music building. A portable record player is on deposit there for classroom use. Also on deposit is a wire recorder which is constantly used to record student and faculty practice, both instrumental and vocal. More permanent records of student progress are made on discs. The audio-visual staff advises the music staff in the effective use of recording equipment and operates the equipment for them when superior results are desired. The audio-visual staff now records, usually on tape, many concerts and recitals. These recordings enable the performers to rehear their work and often comprise valuable additions to the catalogued record collections in the Douglass room. A recent festival of modern music, for example, yielded several recordings by outstanding composers of their own works and recordings of a number of other pieces not commercially available. Such recordings, and sometimes those of faculty and student recitals, are incorporated from time to time into the daily browsing room record concerts. Slides and filmstrips of music scores are produced by the audio-visual department for use in music classes.

The department of foreign languages sends its students to the Douglass room to hear songs in Spanish, French, and other languages. Recordings of this type are also borrowed, together with a portable player, for classroom use. Students are assigned to practice pronunciation with Linguaphone and similar recordings and with tape or wire recorders in the three booths in the audio-visual department. A wire recorder is on deposit in the department of foreign languages for practice and teaching purposes. Additional recorders are

borrowed to record oral examinations. Numerous foreign language films are rented, and some are incorporated into the "movie night" programs managed by the audio-visual department. Slides are used in some classes as background material. Some of these are made especially for this purpose by the audio-visual department, others are borrowed from the collection in the school of architecture and allied arts.

The school of architecture and allied arts has the largest slide program of all departments on the campus. Large numbers of slides, mostly copied in color from illustrated books, some original pictures of buildings, gardens, art objects, etc., are made by the audio-visual department for their rapidly growing collection. Student work is preserved on film, the better examples being made into slides for instructional purposes. The use of slide projectors is very heavy. Films on techniques of painting, drawing, pottery making, and the like are frequently rented; a few are purchased. Preliminary work is under way on the production of technique films. Such films as "The River" are sometimes used for background material in survey courses. Music records illustrating art movements are used for background in history courses. The audio-visual department records special lectures now and then for playing to interested classes.

The speech-drama department (including radio) is another heavy user of audio-visual services. Wire recorders are regularly on deposit in the department for use in speech practice and teaching, and in speech correction. One of these is also used by the veterans counseling bureau. Students of speech study recorded speeches and dialect recordings. Recordings of these types are also loaned for classroom use. Slides of speech organs are used in speech correction work. Drama students use the Douglass room for study of recorded plays and dia-

lects. Slides of stage settings and lighting equipment are used in classrooms. In connection with play productions, the audio-visual staff makes special recordings for sound effects and musical backgrounds. Tape recordings are used to study audience reactions. Sound reinforcement is supplied for large play productions in McArthur court (used as an auditorium). In the little theatre, the audio-visual staff is installing wiring for speakers in the dressing rooms for cueing purposes. Maintenance of equipment in the radio studios is a responsibility of the audio-visual department. Tape recordings are made and music recordings loaned for radio broadcasts.

Anthropology requires many slides and films and uses tape to record field notes. Education uses the audio-visual equipment as teaching materials in audio-visual courses, and previews numerous films at the elementary and secondary school levels. Ozalid prints of city maps are made for students in sociology. The library's department of special collections benefits from the microfilming, ozalid, and slide services.

#### *The Northwest*

Although the work of the audio-visual department has progressed little further than the provision of "instructional aids" in the usual limited sense, the department is conceived to have a broader, longer range objective—that of collecting, producing, and preserving audio-visual documents significant to historical and sociological research, especially on the Northwest. It is hoped that a beginning can soon be made toward the systematic documentation of the current local scene. An unexpected wedging of interests between the department of special collections, which is actively acquiring early Western photographs for historical purposes, and the audio-visual department is leading toward the organi-

*(Continued on page 310)*

By NAT WHITTEN

## Audio-Visual Services at Lycoming College

*Mr. Whitten is librarian and director, audio-visual education, Lycoming College.*

CHANCELLOR Robert M. Hutchins of the University of Chicago has said, "The film has the power that no other medium can command . . . and can do more than any other single thing to unite the world."<sup>1</sup> Had Dr. Hutchins said film and sound, he would have been more nearly correct, for the two move hand in hand into a position within the educational process.

The world events of the past decade have caused many people to see and hear much which had previously been beyond imagination. Much of this has been by actual experience, a great deal more vicariously. More than ever we, adults and students, have become used to learning through seeing graphic representations or hearing significant sounds. These experiences have become so vast and important that it would be difficult, even impossible, to revert to a total reliance upon the printed page which will not give up, but will share its potentialities with the various graphic arts and sound techniques. Unless educational systems realize this fact and make audio-visual methods a positive reality within their organizations, they will be in danger of not only being out-of-date, but will deny our younger generation a full education which is essential now, more than ever, to

make the world safe for men and women.

It is with this total pattern in view that Lycoming College, along with many other schools and colleges in the country, has undertaken to incorporate within its program the best methods of instruction which have been and will be to a greater extent augmented with pictorial representations, recorded talks, speeches, and music, as well as direct experiences and observations.

### *Library Serves as Depository*

The library has assumed this responsibility with the idea that students and faculty require information about various fields of interest and that such information must be supplied whether it be through the printed page, pictorial representations, or sound. The library, in this respect, will not only be a depository for these various sorts of materials, but through its staff will afford suggestions and will be a place for advisory service so that the audio-visual methods will be used by the faculty with maximum efficiency and capacity.

Our plan considers the college curriculum as being more than classroom activity and concerns itself with the total mental and physical development of students. Therefore, the audio-visual program, as such, does not recognize the extra-curricular, but must be concerned with all the activities which touch the lives of our students. The faculty and staff act as interpreters.

Following is given an outline of the

<sup>1</sup> From a talk by Chancellor Hutchins at a meeting of the National Association of Visual Education Dealers, Aug. 5, 1947.

audio-visual program discussing the mechanical devices used, the methods of organization, and some of the purposes which are considered important for immediate use and for future development.

Specifically for the purpose of instruction, the new academic building is provided with a large room which will seat sixty persons comfortably. Classes will be scheduled in this room for special sessions to look at moving pictures and hear records which are selected to enrich the particular subjects being studied. This room, though not complete, will eventually be equipped with the best of modern lighting and sound devices. In addition to this room, other class rooms and assembly places will be used as the particular cases demand. The physical equipment which has already been bought and planned for this school year is only a beginning of what is expected when the program has become fully developed.

#### *Film Equipment*

For moving pictures, there has been obtained a 16mm. projector with many features, including silent and sound controls, a stopping device for seeing a single picture for a longer time than is possible when the film is moving, and a public address attachment which will be used in some of the larger assemblies. Pictures will be shown to class room groups, assemblies of the students, and at certain exercises to which the public will be invited. Pictures made on the campus are to be shown. (One football game has been photographed and shown to the team for studying faults and possibilities as had been represented by the actual game.) Pictures rented from the various educational film agencies, and bought for the film library will also be shown. Only film with more than ephemeral value will be bought.

Included in the visual equipment will

be a combination slide and filmstrip projector which, in most cases, is to be used in direct class room experiences. Filmstrips and slides are available on many subjects and include pictures which can be projected quickly and easily to present graphically what the instructor is attempting to teach. This device can be used in the middle of a classroom discussion or wherever the occasion arises. It has proved to be an excellent way to increase the understanding about certain objects and ideas which are difficult when only a verbal description is available. Though this projector can be used successfully in all subjects, it lends itself particularly to scientific materials. The library also keeps files of many flat pictures, both mounted and unmounted, which can supplement the other visual aids.

#### *Wire Recorder*

The wire recorder is one of the newest and most effective devices in the sound field. With the wire, phonograph, and radio combination, it is possible to record the spoken word or music onto the wire through a microphone arrangement, or directly from the radio or phonograph to the wire. The wire may be replayed as frequently as desired or demagnetized and reused an indefinite number of times. Each spool of wire will run continuously a little over an hour. The wire recorder can be used for a number of purposes. The language and speech departments will record the voices of students at various times throughout the year, these recordings to be used to study the development of language techniques. Any musical or spoken item may thus be recorded and saved to be played back whenever the occasion demands. This year we hope to use this machine for preserving some of the special events concerning the centennial celebration.

### *Record Library*

Three record players will be available, and though wire does supersede the record in many respects, the latter will be a large item in the program. The college owns a record library of many rare musical records, and is in the process of adding recent releases of musical recordings. One benefactor has presented the library with several records of considerable value. Represented in the record library will be examples of good speech, literature, and historical speeches which have been made by persons who are involved in the major world issues.

In connection with the record library, there will be many occasions when students and faculty may listen together to the great artists who have recorded the best in musical literature. These gatherings are informal, the only requirement being an

interest in good music. During the appropriate seasons, this group will come together to hear the broadcasts of the Metropolitan Opera and New York Philharmonic Symphony Orchestra.

The last item in the original program is the public address system which will be used in the gymnasium, chapel, athletic field, and other places where there are large assemblies. This outfit consists of two indoor speakers, two outdoor speakers, and a control box which carries both a microphone and a record changer. This equipment is to be used for athletic events, dances, assemblies, and other all-collegiate functions.

Our audio-visual program will be under constant examination, study, and evaluation and it is the intention of the college staff to develop its maximum values in the whole pattern of the educational process.

## University of Oregon's Audio-Visual Service

*(Continued from page 307)*

zation of field trips designed to produce for the future historian both audio and visual records of Oregon industries, peoples, institutions, and folk arts and customs. A committee of faculty members representing the anthropology, history, business, music, and other departments, as well as the library, has been appointed by the president to plan and help execute field trips of this kind. Consideration is being given to such projects as the sampling of local church services, city council meetings, lumbering activities, and such cultural groups as the Basques in Eastern Oregon.

### *Conclusion*

As stated earlier, whatever is unique about the University of Oregon's audio-

visual department derives largely from the effort to correlate the acquisition, organization, and use of audio, visual, and printed resources under the administration of the university librarian. The effort is frankly experimental, and its success or failure should be significant not only to librarians but also to audio-visual specialists and university administrators. The faculty attitude, with very few exceptions, has been warm even when departmental equipment was being transferred to the custody of the library. The library staff has been cooperative and eager to learn. If the experiment succeeds, the practicability of a fully correlated audio-visual and book service on a university campus will have been demonstrated.

By MARION B. GRADY

## Nonbook Materials in a Teachers College Library<sup>1</sup>

*Miss Grady is librarian, Ball State Teachers College, Muncie, Ind.*

THE TEACHERS college, presumably, is an institution of higher learning in which those enrolled are provided with such training and experience as will contribute to their future performance as teachers in a chosen field. What this contribution is must depend on the nature of the institution—its physical equipment, its material resources, its faculty, and its administrative philosophy and leadership in developing a closely coordinated program. It seems safe to conclude that, given intelligent students, the excellence of the product will vary in direct relationship with the excellence of the institution as a whole.

The preceding statements have general acceptance. It is probable, furthermore, that never before has the teachers college assumed such importance as it has today and its importance will, doubtless, increase with time. The chaos into which our modern civilization has fallen has jolted us into the realization, now generally conceded, that world salvation rests in adequate education of all people. This can only be achieved through provision of the necessary schools staffed with well-prepared teachers. Since teachers colleges are important sources for school personnel, it follows that they are key factors in the making of a new world. The challenge is tremendous and inescap-

able. They must now face the task of becoming the kinds of institutions which can supply the kinds of teachers needed to share so intimately and so extensively in creating world citizens who are also world-minded.

Sweeping and even radical changes will be required in many teachers colleges in order to meet the demands which will be made of them. Complacence and poverty can no longer be tolerated as terms characteristically applicable to these institutions. They must be supported as generously as are our laboratories for atomic research and experimentation if they are to assist effectively, even though indirectly, in preventing the creations of the laboratories from crashing about our ears.

As a pivotal point in the educational center, the library in the teachers college must reflect the metamorphosis which the institution, as a whole, is virtually obligated to promote and to sustain. It cannot continue to function according to traditional patterns if it is to maintain its traditional position of importance in the life of the institution.

Man does not learn by books alone in this day of multi-media communication. His ideas and the substance from which his thoughts are projected are gained from many sources. This is no less true for the teacher-in-training who, tomorrow, will be the teacher-in-practice. No effort should be spared nor should the necessary support be provided with reluctance for a task so important as that of insuring the optimum

<sup>1</sup> Paper presented at meeting of Teacher-Training Institutions Sections, A.C.R.I., June 18, 1948, at Atlantic City, N.J.

learning in a teacher-training program. This can be done only by making available in adequate quantity and variety the different materials of communication. This is the concern of the library. If it is to remain the source of instructional materials, it must become more than a "book house." It must continue to enlarge its book stock, but, in addition, it must build the needed collections of nonbook materials<sup>2</sup> which can enrich the teaching procedure.

Obviously, the collections included in a "total library" are essential for two reasons and they must embrace materials of two types, in general. The collections, in the first instance, must supply the prospective teacher with the information, in whatever media, which will contribute to his education as a person and as a teacher and which will demonstrate to him the diversity of materials that may be employed in the teaching process. In the second place, they must include materials suited to his needs as an adult learner and those which are appropriate for use with children of varying ages and interests. Collections of broad scope are, therefore, indicated.

Due to active and passive resistance or to disinterest on the part of librarians and to indifference on the part of administrators, many libraries are not yet "total libraries." This is regrettable since it has, in general, been responsible for one of two results. Either the library has remained primarily a book center, or a separate center for housing and distribution of the nonbook materials has been established. In the latter case, the ensuing situation is neither logical nor economical. Furthermore, it may impose unnecessary inconvenience on the patron in general, and on the research student in particular.

<sup>2</sup> The term "nonbook materials" is used in lieu of such terms as "audio-visual materials" or "audio-visual aids" since, strictly speaking, the latter terms do not exclude books. The printed book is unquestionably visual.

There seems to be no defensible reason why book and nonbook materials of communication should be separated. In numerous instances, films, filmstrips, recordings, and books incorporate identical texts, as is true with some dramatic and other literary compositions. In subject areas, the ideas and concepts presented are similar or identical. Only the media through which they are communicated differ. To separate these materials because of their packaging seems as logical as would the establishment of separate stores to sell crackers contained in paper boxes, tin cans, or those wrapped in cellophane. The economic disadvantages to the institution are apparent since separate quarters, another administrator, and another staff are often involved in the divided arrangement. Finally, in a system which decentralizes and scatters materials that are closely related in subject content, the patron suffers. He is required, by such an organization, to consult separate indexes, separate staffs, and possibly to visit separate buildings in order to assemble materials or references involving related content. Such parallel administrative units which are created to perform the identical functions of assembling, organizing, housing, and distributing recorded communications constitute what is a false pattern and should not be encouraged or perpetuated.

Some recent trends have been encouraging to those who are committed to the idea of a coordinated materials center rather than one devoted exclusively to the products of the printing press. Most encouraging of all, perhaps, is the acceptance of the "total library" philosophy as indicated in the statement of "Minimum Standards for Accrediting Teachers Colleges and Normal Schools" which appeared in the *Twenty-Sixth Yearbook of the American Association of Teachers Colleges*, 1947. Some excerpts from this statement will illustrate the posi-

tion of the association. Under the subheading "The Relationship of the Library's Services to the Institution's Educational Program" appears the following: "The library should be able to: (a) supply needed books and *other materials* when they are needed. . . ." etc.

Throughout the statement, provision for nonbook materials is made. Specific mention of the kinds of materials to which reference is made appears in the section which describes the library's program of services as follows,

The library of a teachers college should be one of the principal centers for instruction, study, research, and recreation, and its various services should facilitate these activities. Its program of services should be judged in terms of such items as: the availability of books and other materials . . . etc., and the extent to which the library provides for the collection, housing, display, and easy use of such items as: uncataloged pamphlets, pictures, prints, and photographs; maps; phonograph records; slides and stereographs; microfilms; motion picture films; strip films; exhibits . . . etc. Expanding college programs will add to such a list.

Time does not permit the numerous citations that might be made from the professional literature with respect to the "total library" philosophy which is becoming widely accepted. One other reference, however, seems particularly appropriate in this consideration of the responsibility of the teachers college library since the sponsoring institution is dedicated to the training of school personnel, including in many cases, school librarians. This is the statement with regard to the "Book Collection and Other Library Resources" which appears in *School Libraries for Today and Tomorrow; Functions and Standards* prepared by a committee of the American Library Association. The introductory paragraph under the subheading "Audio-Visual Aids" reads:

In addition to books, challenging new materials are becoming an important part of library resources. Some new audio-visual aids for learning are 16mm. films, filmstrips, slides, museum objects, radio programs, recordings, and transcriptions, as well as flat pictures, maps, and other nonbook materials which are essential in a good learning situation.

The inclusion of such provisions, in standards which affect teachers colleges and the school for which they train personnel, places more than a moral obligation upon these agencies to develop comprehensive collections. It only seems deplorable that coercive measures are necessary to induce a development which appears so logical and desirable. If the teachers college of tomorrow is to be the dynamic force in an evolving world civilization, which indeed it must be lest a titanic regression be invited, it must become the power that moves the frame. It must not continue to be the frame that moves only as the result of outside stimuli.

Recently, Dr. John R. Emens, president, Ball State Teachers College, made a statement of the library philosophy which obtains on the campus. A part of this statement reads as follows:

The philosophy that underlies the total library program at Ball State Teachers College—namely, that the library is an instructional service agency for all areas and departments—has made the library the distributing center for all types of instructional aids. All students, faculty members, supervising critic teachers, and others who are served by the library are able to obtain all materials of all kinds, both book and nonbook, through a coordinated library service. . . .

All prospective teachers and other students on the Ball State Teachers College campus should become competent in the utilization of all forms of teaching procedures, methods, and aids. . . .

For a period of approximately nine years, the library at Ball State has served as a true center for recorded communications and other teaching aids. The decision to incorporate the nonbook materials with the

books was based on the logical reasoning of the former librarian and the college administrative authorities that there was no justification for separating related materials designed to serve similar if not identical purposes. They recognized the fact that the packaging did not necessarily change the nature of the contents.

The development of this total library has progressed steadily if somewhat slowly. The war period retarded progress since materials and equipment were difficult and even impossible to obtain during those years. At the present time, the collections of non-book materials contain over 55,000 separate items. Among these are approximately 400 motion picture films, 300 filmstrips, 250 nonmusical recordings and transcriptions, 1200 slides, 300 stereographs, 25,000 mounted pictures, 2000 pictorial post cards, and numerous maps, charts, posters, illustrated pamphlets, textiles, models, replicas, framed pictures, pottery, carvings, educational toys and games, and various other materials which are used in the process of teaching students to teach and to live.

Since storage facilities for many of these materials must be of a specialized and individualized nature, most of them are housed in a large room equipped for this purpose and known locally as the library teaching materials service. Adjoining this large room is one of the projection studios in which motion pictures, other materials requiring projection, and recordings are serviced for class or other groups. This and a second projection studio, both especially equipped for the purpose, are scheduled throughout the day and evening for groups or classes. In addition, many motion pictures, filmstrips, recordings, and slides are shown in the classrooms by student library staff operators.

A glance at the statistics on the use of these materials during the year 1946-47 re-

veals some interesting facts. A total of 1909 motion picture films were used on the campus. These were shown 2639 times; of this total, 848 titles were films rented from off-campus sources which represent 1285 showings. The known campus audience which was reached through these films totaled 95,558. Interesting to compare with this figure is that for the total campus circulation of books which was 137,071.

Beside motion picture films, there were 11,689 nonbook items which were borrowed from the library for use on-campus. These were distributed somewhat evenly among students and faculty. Included in this total were 44 different types of material. Those borrowed most frequently were pictorial illustrations of various kinds (folios, plates, mounted pictures, post cards, and posters) with a circulation of 5426; slides, including their study guides, with a circulation of 2348; educational games and toys with a circulation of 975; 435 pamphlets; and 380 catalogs and periodicals dealing with non-book materials. Other loans included 192 recordings and transcriptions, 182 filmstrips with their study guides, 153 textiles, 112 charts, 99 maps and globes, 86 models, and 81 wall hangings. The figures indicate a use which is concentrated within a few groups of materials composed mainly of those which communicate ideas graphically (on film or other medium) or by audio means.

Both book and nonbook materials are used by faculty and students throughout the entire instructional program. Faculty members schedule most of the films which are used in connection with class presentations. Classes are brought to the library for films and for lectures on and demonstrations of the use of other materials appropriate for a particular purpose. Arrangements are often made for films, filmstrips, or recordings relative to class discussions to

be presented in the classrooms. Displays of various materials are arranged for class and group use in the classrooms. Student teachers often use films and other materials during their teaching experience. In the process of planning their work, they spend considerable time with library reference assistants locating and examining materials suited to their needs.

The main card catalog in the library is a comprehensive catalog of campus holdings. It includes listings of both book and nonbook materials. For those interested only in locating nonbook materials, there is a divisional card catalog in the library teaching materials service in which duplicate cards are filed for all nonbook items cataloged. In cataloging the nonbook materials, there is a strong emphasis placed on subject entries although entries are made for all important names and titles connected with the work. All cards for book and nonbook materials are interfiled in the main catalog.

Due to difficulties in shifting many of the nonbook materials, only slides, maps, and stereographs are classified according to Dewey. The very full subject and other listings in the catalogs are the guides to the materials. The call numbers are composed of location symbols only. Each separate type of material is designated by an alphabetical symbol followed by the accession number which indicates the fixed location of any item among others of its kind.

A manual of complete routines governing the cataloging of each type of material has been prepared by the library technical service staff. This is used by staff members who catalog the materials and in the library science course in which the organization of nonbook materials is taught. This manual is revised from time to time and is not yet in final form. It is planned to duplicate it eventually for distribution to library science students and for others interested in it.

Costs of nonbook materials should not be considered in terms of book costs. Many of these materials are mass media which are used mainly with groups and although the unit costs may seem high, as in the case of films, the cost in terms of individuals reached may average a very low figure over a period of time.

Moreover, librarians and administrators should not make the mistake of thinking that a library which is to include all types of communicative materials can be built or maintained on the same budget which served to build a book collection. It follows, logically, that if a collection is to contain materials in addition to books, additional resources must be provided for both materials and staff.

At Ball State, it has been found that approximately 30 per cent has been added to the library budget for maintaining the nonbook service division. During the year 1946-47, 28 per cent of the total maintenance budget was spent for the nonbook service. The budget for the current year provides \$43,895 exclusive of salaries, student wages, and building maintenance. Of this amount, \$13,125, or 30 per cent, is earmarked for the nonbook service division. It should be emphasized that this is for maintenance alone. The establishment of such a division should involve a larger proportion of the budget for a few years.

An important consideration in building a budget for a nonbook division is that of equipment and equipment maintenance. Provision should be made for periodic replacement of equipment. In order to insure satisfactory performance and to avoid damage to materials, equipment should be serviced frequently. It is an economy, in the long run, to trade in pieces every few years on the latest models. This is essential, too, if students in methods classes and others,

*(Continued on page 322)*

By LAURA I. MAKEPEACE and LORENE M. ASHTON

## The Experiment Station Record, 1933-46<sup>1</sup>

*Miss Makepeace is executive librarian, and Miss Ashton, documents librarian, Colorado A. & M. College.*

THE United States Department of Agriculture discontinued the publication of the *Experiment Station Record* at the end of 1946. This abstracting service was a valuable one to all land-grant college libraries, and its discontinuance was a blow to their reference service. Because it had been an essential tool and it was believed that some of its material was not abstracted in any other publications, the writers decided to make a study of its entries.

Two issues of the *Record* for each year, 1933 through 1946, were analyzed for (1) subjects covered, (2) up-to-dateness of abstracting, (3) ratio of foreign publications abstracted, and difference in lapse of time between publication and abstracting of foreign and domestic material.

### *Subjects Covered*

It was found that the *Record* covered the following subjects:

1. Soils and fertilizers
2. Agricultural botany
3. Genetics
4. Field crops
5. Horticulture
6. Forestry
7. Diseases of plants
8. Economic zoology and entomology
9. Animal production
10. Dairy farming and dairying

<sup>1</sup> Paper presented at meeting of Agricultural Libraries Section, A.C.R.L., June 18, 1948, Atlantic City, N.J.

11. Veterinary medicine
12. Agricultural and biological chemistry
13. Foods and human nutrition
14. Agricultural engineering
15. Agricultural economics
16. Rural sociology
17. Agricultural meteorology
18. Agricultural and home economics education
19. Home management and equipment
20. Textiles and clothing

The first eleven of these subjects deal with some phase of biology, and it was found that *Biological Abstracts* entered practically all of the biological publications abstracted in the *Experiment Station Record* whether periodicals, books, or documents; it also had more foreign entries than the *Record*. In the later years it is as up-to-date as the *Record*.

*Chemical Abstracts* covers agricultural and biological chemistry adequately, and *Nutrition Abstracts* fully covers the subject of foods and human nutrition. Thus, the first thirteen subjects formerly abstracted services by the *Record* are well covered by other abstracting services. This is not true of the last seven subjects.

The *Engineering Index* lists articles on agricultural engineering and annotates most of these. However, these annotations are usually brief and indicate the scope of material covered but do not comment on results.

Books on agricultural economics and rural sociology are reviewed in journals on these subjects. *Rural Sociology* lists some documents but no periodicals, and omits

many essential documents. The journals on economics list neither periodical articles nor government documents.

We have been unable to find any abstracting service which covers agricultural meteorology, agricultural and home economics education, and home management and equipment. The chemical aspect of textiles and clothing is covered in *Chemical Abstracts*, but no other phases are dealt with in any service which we examined.

In 1938 Harold W. Hayden, a student in the Department of Library Science, University of Michigan, made a study comparing the *Experiment Station Record* and the *Agricultural Index*, and in 1940 another student, Genevieve A. Pohle, continued this study. Together they covered the period from January 1936 through June 1937 "to determine the completeness of each and the amount of duplication in services."

Miss Pohle found that only 10 per cent of the journals abstracted in the *Experiment Station Record* are indexed in the *Agricultural Index*. The *Experiment Station Record* is selective in its abstracting and covers a much wider range of subjects. Since one is an abstracting service and the other an indexing service, the two publications complement rather than duplicate each other.

#### *Up-to-Dateness of Abstracting*

A good abstracting service cannot expect to list entries of publications issued this month or last. It does a good job if it can enter material within six months of date of

publication. The abstracting in the *Record* appeared to be as nearly up-to-date as that in other abstracting services.

#### *Foreign Material*

There was no apparent difference between the date of entries of foreign and domestic publications. Foreign entries over this period varied widely because the present study covered prewar, war, and postwar years. That part of the study is not considered significant.

#### *Conclusions*

It was found that about 12 per cent of the entries in the *Experiment Station Record* were not adequately abstracted in any service that was examined. It covered documents and periodicals published in the United States very adequately, and also entered many foreign publications. It also abstracted many books briefly. It did not cover foreign material as completely as does *Biological Abstracts* and *Chemical Abstracts*.

A subject abstracting service naturally covers its field far more completely than a general one which tries to cover all subjects pertaining to all phases of agriculture and home economics.

It is recommended that the *Experiment Station Record* be revived or that a new publication be started which would abstract nonbiological, nonchemical publications. Such a publication should be much smaller and less expensive to issue than the *Record* had been.

By JOHN H. MORIARTY

## Needed Reference Services for American Agriculture<sup>1</sup>

*Mr. Moriarty is director of libraries,  
Purdue University.*

WHEN ON Mar. 15, 1948 we at last received the index to volume 95 of the *Experiment Station Record* for its final year 1946, we put together and sent to the bindery the end volume of one more agricultural reference service. On its return it was put on the shelves with other agricultural reference titles and like them will steadily grow less useful and be superseded as it ages. It is impossible for librarians and others concerned with agricultural information not to consider and mourn somewhat at this steady aging of first aids to data on agriculture. The sections of the usual reference collection where the specific volumes of agriculture are shelved are tending to become shabbier and less frequented. Instructions to new assistants have constantly to reiterate that Bailey is only good up to World War I, and they contain similar cautions about the whole three or four shelves.

Among ourselves it may be worth while to review exactly how old agricultural reference material is as embodied in the usual types of reference books. To start perversely with the Y's, it is apparent we have a yearbook only in name. Henry Wallace repeated his father's warping of the *Yearbook of Agriculture*. From 1925 when, with the elder Wallace's leaving office, Jar-

dine came in, and on up through 1935, there was an annual section, "What's New in Agriculture" in the *Yearbook*, which together with the annual statistics was quite well indexed, and so served as a good first approach to both date and elementary information on new developments. The present so-called *Yearbook* is a very fine product, but each issue is, as you know, really a monograph on some one subject of composite authorship and would better be scattered by us among the collection according to the volumes' varying topics than held together as a set as we usually do. Doane's *Agricultural Digest* can be made to serve as a current yearbook but does not set volume after volume on the shelf to serve as an annual record.

I have already mentioned Liberty Hyde Bailey's *Standard Cyclopaedia of Horticulture* as it is currently known. It started forty years ago as a cyclopaedia of American agriculture and even in its latest form it goes back to a copyright between 1914 and 1917. It is still the best and actually almost the only adult encyclopaedic material on general agriculture. Its editor has found it possible only to keep up the material on plants in it, by issuing the volume known as *Hortus Second* whose latest copyright is 1941. The other encyclopaedic work still on our shelves is the rather juvenile *Book of Rural Life* whose first readers back in 1925 would find it not so engrossing today. It does, however, take a decidedly wider geographical view than Bailey and very

<sup>1</sup> Paper presented at meeting of Agricultural Libraries Section, A.C.R.L., June 18, 1948, Atlantic City, N.J.

occasionally now still gives a good first lead.

A book like Earley V. Wilcox's *Modern Farmers' Cyclopaedia of Agriculture* (c. 1944) is less than five hundred pages and little better than any new elementary general textbook. We have had then no general or universal encyclopaedia in the last generation, and in the case of the encyclopaedia's sister books, the dictionary and the handbook, there are likewise no universal agricultural dictionary old or new of any merit, not any new handbook since the 1926 edition of the *Extension Service Handbook on Agriculture and Home Economics* by T. W. Harvey, which the U.S.D.A. published.

To make an encyclopaedia or dictionary approach to an agricultural subject these days, a preliminary refinement of the topic has to be undertaken in order that use of some smaller and specialized fields' reference books may be made. *Hortus Second* just mentioned, and Norman Taylor's or Black's *Gardening Dictionaries* (1936 and 1921, American and British respectively) must be used. So can *Standardized Plant Names* by Harlan P. Kelsey and William A. Dayton (Harrisburg, McFarland Co., c. 1942), which has been adopted as the standard for botanical nomenclature by many horticultural organizations.

A check should also include J. H. Vanstone's *Raw Materials of Commerce* which is in two volumes. Volume one is on *Vegetable Products* and volume two on *Animal, Mineral, and Synthetic Products*, but with data back of the year 1929 only. Should the field of query be one in animal husbandry, a book like M. C. Self's *The Horseman's Encyclopaedia* (New York, Barnes, 1946, 519 p.) is handily arranged and might help. In any event, however, these last named books are only patches over the chinks in the walls of our tremendous need for agricultural documentation.

When another type of reference book, that dealing with the physical basis of agriculture, is considered what is available is equally old. Our *Atlas of American Agriculture* is dated 1936, but this is not a true indication of the age of its contents. A short mention of the project for this atlas deserves attention by persons concerned with agricultural information service. Its original plan back around World War I was brave enough and was to include sections on land relief, climate, soils, and natural vegetation, all of which have in fact been published. It was also planned to have sections on (1) crops, (2) livestock, (3) size of farms and systems of farming, (4) land utilization and farm tenancy, (5) rural population and organizations. Of these sections none was published except one item from crops, namely "Cotton," in advance sheets in 1918; and one item from rural population and organizations, namely, "Rural Population" in 1919. Hardly had these been issued, when a decision was made to hold the publication of data in atlas form strictly to physical conditions which are more or less permanent. These other data of a social and economic nature were used in a series of articles in the *Yearbook of Agriculture* from 1921 through 1925. Some were published in the *Graphic Summary of American Agriculture* (Miscellaneous Publication 105, 1931).

The reduced program for the *Atlas* permitted issuance of advance sheets for various sections from 1918 when "Frost and the Growing Season" came out, to the "Soils" section in 1935. Thus a book with a 1936 imprint has data which were then two decades old and are even now the only atlas form presentation of them after still another dozen years.

If this is the story of the physical side of agriculture, what about the human side? It is well known that *Who's Who in*

*America* does not do a satisfactory coverage of rural leaders. Its selection policy, which has the strength and weakness of its type, namely, the mutual admiration society scheme, does not bring in the rural group. Nor does any other current reference book. From 1917 through 1930, L. H. Bailey and his daughter issued four volumes of *R.U.S.*, a biographical register of rural leadership in the United States and Canada (1918, 1920, 1925, 1930) which included almost 7000 names, with fairly full who's who type information. Since 1930, mostly services of a directory nature have been available. One of these is a commercial publication, *Directory of Agricultural and Home Economics Leaders* (1936, William G. Wilson, eighteenth edition). Recourse for personal records usually has to be to material for more special groups, such as the *Forestry Directory* by Thomas Gill and E. C. Dowling published by the American Tree Association in 1943 and the various directories of its staff issued by the U.S.D.A.; or *Who's Who in the Egg and Poultry Industries*, and *Who's Who in the Hatchery World*, and yearbook which for one field gives feast instead of the usual famine.

The U.S.D.A. has likewise worked earnestly in the field of the history of American agriculture. Two excellent numbers of the *Bibliographical Contributions* issued by U.S.D.A. Library, both by E. E. Edwards, have stressed this field: No. 32: "References on Agricultural History As a Field for Research" (41 p., 1937) and No. 33: "References on American Colonial Agriculture" (101 p., 1938). But no standard and comprehensive history has been produced. There were issued some years ago by the Carnegie Institution two companion volumes, one by P. W. Bidwell and one by L. C. Gray on the history of agriculture to 1860 in the Northern and Southern

United States respectively (1925, 1933). No successor volumes for the eighty-eight years since or for other regions have come forth and students must be offered very general treatments like N. S. B. Gras' *History of Agriculture in Europe and America*, done in 1925, with a single new chapter to cover 1920 to 1940. The dozen or so popular histories, e.g., R. W. Howard's *Two Billion Acre Farm* (1945) are, to put it politely, too informal for any serious investigator.

Even in the subsidiary fields histories are too few. It is hard to find documentation for the various states. When you come on an item like U. P. Hedrick's *History of Agriculture in the State of New York* (1933), it is a big event. When you turn to the various subject fields, there are hardly any volumes such as L. O. Howard's *History of Applied Entomology* (1930).

And now we have rambled through the various types of general reference sources or lack of them in the field of agriculture, all that is, except two. These are statistics and bibliography and they should be saved for last. In these types of reference services, American agriculture has had considerable coverage.

The U. S. government, and particularly the U.S.D.A., has labored well in both. In statistics the *Census of Agriculture* and the annual *Agricultural Statistics*, which later yearly publishes some 175,000 statistics, should satisfy all but the most unusual breakdowns and often these can be located through the fairly new Census Bureau service called: *Census Publications, Catalog and Subject Guide* with its supplementary monthly title: *Lists of Publications Issued*.

With regard to bibliography, the United States has been outstandingly fortunate. From 1889 to 1945, the *Experiment Station Record* currently digested periodicals

and publications of the United States and other countries relating to agriculture and, of course, the publications of our agricultural experiment stations. In 1945, it was the oldest title in the current bibliography of agriculture in the world. Abstracting between 5000 and 7000 titles annually it was a basic source. Granted that such coverage as such was inadequate, nevertheless, it was treasured, searched, and cited by American agricultural investigators as few other agricultural reference aids. Since 1916 it has been supplemented by the *Agricultural Index*, listing now always about 15,000 titles yearly, with no abstracting. Beginning in July 1942, the U.S.D.A. Library started to issue its monthly *Bibliography of Agriculture*, listing titles, without abstracts, but with translations of titles for foreign articles and with curt phrases of explanation when titles are ambiguous. These are helpful in discriminating among articles. The great significance of the *Bibliography of Agriculture* is its coverage, now running to some 80,000 titles annually.

This figure deserves a certain awe and more meditation. Actually, it offers some explanation for the situation in the field of agriculture with regard to reference books. If the field requires 80,000 periodical references annually to describe it, any encyclopaedist would have to be a Diderot for fair to encompass it. But the 80,000 articles, of course, represent a world coverage and possibly, you say, an American survey might be accomplished. Actually this does not make sense either, for American agriculture is almost inconceivably dynamic and international. Let me illustrate this by the story of Victoria. Although not a movie queen, nevertheless like a star, Victoria soared to fame, and made fortunes and then as quickly fell into nothingness. Victoria is a brand of oats. The Ames, Iowa, Station was where Victoria was

groomed by Drs. H. C. Murphy, T. R. Stanton, and others. These men were testing to find varieties or strains of oats that would resist grain diseases, smuts, and rusts (crown, stem, etc.). In Victoria, which came from Argentina, they found an oat extremely resistant to them. They also, however, found it weak in its straw and in certain other respects. By extensive genetic work, Victoria was not only given strong straw, but increased yields and even stronger disease resistance.

Before Victoria, in 1941, our farmers lost 40 per cent of their crops to rust, especially crown. Came Victoria and all this was a thing of the past. When 1945 plantings were checked, Victoria varieties were on 98 per cent of Iowa's oat acreage and on 75 per cent of the rest of the United States'. In three years, with less disease and more oats, Iowa farmers were \$70,000,000 and more ahead.

Already, however, with 1944 harvests, a once minor oat blight, named *Helminthosporium*, came along and it particularly thrived on Victoria strains of oats causing them to be abandoned as quickly as they were once adopted. *Helminthosporium* was an old blight to which most oats sown in the United States had resistance, but not Victoria, a foreigner, and her scientific sponsors had not checked on this. They may be able to do something but it probably will not matter because new varieties like Clinton and Bond are taking over.

But this is certainly not the end of the story on oat breeding and defeats and victories will continually need recording.

It probably will not be recorded in encyclopaedias or even in dictionaries. All books, even ordinary textbooks, take one year to get to publication and reference books, if they are to be of good quality, take longer. Agriculture, which includes at least soils and their management, horticulture,

animal husbandry, and farm economics, is progressive in almost all its aspects and inescapably world wide. In both tempo and scope, it has become an implacable enemy of reference books.

This does not mean an end of agricultural reference books, but it does mean specialized and modest ones. It also means that an increased load must be placed on another element of our service. Old Varro, the Roman agricultural authority, divided the instruments of agriculture into the mute

and the articulate. If he lacked a plow, or any mute instrument, I'm sure he would have had the digging done by the hands of his articulate slaves. So today with the steady failing of organization in our research documentation, we must pass from hope of help in printed guides, to our reference and other librarians who as best they can must find what print exists to apply to our readers' problems. This, however, is a whole new subject and needs a paper at next year's meeting.

## Nonbook Materials in a Teachers College Library

*(Continued from page 315)*

who are taught the use of various types of equipment, are to gain a knowledge of desirable equipment available on the market.

In conclusion, I should like to say that probably the outstanding characteristic of our modern civilization is the rapidity at which change takes place. As Dean Ralph Noyer of our college pointed out recently, there are students now enrolled in teachers colleges who will live to witness the beginning of the twenty-first century, barring atomic destruction or other catastrophe of equal magnitude. If the rate of change in all aspects of living is accelerated proportionately to that which we have experienced during the first half of the present century, these persons and those who follow must accept frequent and sudden adjustment as part of the usual pattern of living to an

ever increasing degree. The implications of this prospect for education are clear. Preparation for living and working effectively and for meeting the problems of a civilization in a persistent state of flux will require every resource at our disposal if cultural degeneration is to be avoided.

Teachers must be among the best informed and the best prepared vanguard in the vital struggle with circumstantial forces. A knowledge of and the ability to use intelligently every existing form of communication and teaching aid are essential parts of their equipment. The library in a teachers college which does not provide the needs of its constituency must necessarily become relegated to that class of agency which first assumes a role of minor importance and eventually passes into oblivion.

By LOUISE O. BERCAW

## Library Service to Technical Agriculturists<sup>1</sup>

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Department of Agriculture Library.*

IN A paper before the Agricultural Libraries Section in May 1929, Claribel R. Barnett paraphrased Dr. George Watson Cole's definition of the "ideally perfect library," as follows: ". . . the ideally perfect agricultural library would contain all the books ever printed on agriculture and the related sciences from the first book on agriculture by Crescentius published in 1471 down to the latest books and bulletins of the present day." Unfortunately, or perhaps fortunately—since there is a space problem involved—such a library exists only in the imagination today, as Miss Barnett pointed out that it did in 1929.

Good library service to technical agricultural workers is not dependent on a library's containing all the books ever printed on agriculture and the related sciences, but on its containing the publications most likely to be needed by its clientele, on its access to all other publications wherever they may be found, and on the skill and promptness with which its personnel make the contents of the books available to the worker.

To give such service, a library should have a discriminating acquisition policy, a competent, well-trained staff, a suitable and comfortable plant to house and care for its books and workers, and adequate funds for its operation.

A library's acquisition policy is governed, of course, by its needs and by the size of its book fund, and by the number of publications it can obtain as gifts or through exchange. It seems unnecessary for all agricultural libraries to attempt to acquire and maintain, even if they could, complete collections in the field of agriculture. Collections sufficient for ordinary needs may be supplemented by interlibrary loans from the U.S.D.A. Library, the Library of Congress, and other large or more specialized libraries.

Much has been written on the qualifications of a technical library staff and on whether the librarian and his professional assistants should be professional librarians or subject specialists, or both. No attempt will be made here to add further to the discussion, except to say that the more knowledge our professional staffs have of agriculture, the underlying sciences, and foreign languages the better equipped they will be to give efficient service. Although the library that I represent does not require, except in certain of our higher grade positions, that our employees have some knowledge of one or more of the underlying sciences in the field of agriculture, we are always on the alert for persons with special subject or language qualifications, whatever their grade. The first requisite, of course, is that they have a good education and library training, or library experience, in the work which they are to perform, whether it be cataloging, acquisition, refer-

<sup>1</sup> Paper presented at meeting of Agricultural Libraries Section, A.C.R.L., June 18, 1948, Atlantic City, N.J.

ence, or bibliography. In-service training in subject specialties may be acquired on the job or from courses given by the department's graduate school or by universities in Washington.

It is, perhaps, unnecessary to elaborate on the statement that a library should have adequate funds for its operation. On the adequacy of such funds depends, to a great extent, the success of the library in giving efficient, prompt service. Increasing demands for service without a corresponding increase in funds to employ additional staff to meet such demands, is a problem which many libraries have to face.

Ralph R. Shaw, in an article in the *Wilson Library Bulletin* for January 1947, stated: "There are only two ways to meet increasing service demands. One is to get more money. The other is to do all the work that can be done by applying the principles of scientific management to effect most efficient utilization of the money and manpower already at your disposal." The first suggestion may be impossible; nothing should stand in the way of the second.

Granted that the library has reasonably adequate funds, an adequate book collection, and a well-trained and competent staff, what services should the technical agricultural worker expect the library to provide for him and how should they be given?

First, the service should be prompt, courteous, and efficient. The last two may be taken for granted. Promptness of service should be emphasized. Users have a right to expect a minimum of delay in filling a request for a book or in answering a reference question. Too frequent, or too long delays should be investigated at once. We may find that the fault lies not in a lack of sufficient personnel to do the job, but in a lack of supervision or inefficient methods of handling requests. Perhaps we are concentrating so hard on doing the job that

we neglect to question how we are doing it. Time studies and quality checks pay dividends in even the smallest library.

Second, service should be given with imagination, sympathy, and interest. These qualities are implied, of course, in efficient service, but seem to need special emphasis.

Third, the service should be for *all* the workers, actual and potential, of the university, college, institution, or government agency which the library is set up to serve. This means telephone and messenger service for those whose offices are not close to the library; and mail service and branch libraries or station collections for those at even greater distances.

No matter where he is assigned by his agency, the research worker is entitled to, and should expect, library service. Indeed, the library should provide the individual research worker, or group of workers, who may be located a thousand miles or so from their agency's headquarters, with such good mail service that the absence of a library would scarcely be felt.

Fourth, since the library should serve all the workers, the service should include some means of acquainting them with what the library has to offer. The library, in turn, should become acquainted with its agency's research programs and with the workers' needs in order to anticipate and meet their needs as well as their demands.

The fifth is a service which every user expects to find, and does find in his library—a service which most of us criticize occasionally, but which provides the main key to the library's resources and probably is used more frequently than any other library tool. This is the card catalog. Cataloging is expensive, especially the full cataloging which most of us were taught in library school and which most reference librarians think they need. Simplified cataloging, which is being practiced increasingly by li-

braries, even the Library of Congress, may be the answer to the cost problem. If we are careful to retain the essentials in brief cataloging, the users of our catalogs may not miss the details which they formerly considered necessary. It is even conceivable that some technical agricultural workers may find the cards easier to understand.

Cutting down on the number of analytics is another way to reduce cataloging costs. Why should we attempt the impossible and try to include many analytics in our card catalogs, when published indexes and bibliographies make so many more of them available to us.

Sixth, the library should provide a liberal loan service, with renewal privileges. As has been indicated, this service should be prompt. Periodical routing should be provided for those who need to keep up with current articles in their fields of interest. If this service is to be effective, multiple copies will be needed to supply the demand. A browsing collection of the most sought-after periodicals, maintained concurrently with the routing service, will help prevent too great an expansion of that service.

Seventh, the technical agricultural worker should be given as much efficient and prompt reference and bibliographical service as he needs and as the library can give him. How to do this with a small library staff and inadequate funds will be one of the library's major problems. It is not suggested that each library organize its reference services as does the U.S.D.A. Library which divides them into three categories: (1) Telephone Reference, which handles such questions as may be answered from the card catalog, the *U. S. Catalog*, the *Union List of Serials*, and similar aids, (2) Reference, which handles questions that take up to thirty minutes to answer; and (3) Bibliography, which does extensive searching. Both Reference and Bibliog-

rphy frequently answer very "quick" reference questions which, in many instances are so classified only because the person answering them quickly has had long experience on the job or because of special knowledge of the literature. Occasionally, when it is expedient to do so, Reference does extended searching, but in general the plan is as described. The prompt and intelligent handling of all requests, both simple and complex, should be the aim of the reference department. Literature searching and compiling subject bibliographies, indexes and card catalogs are not luxuries but the backbone of library service, and should be provided.

In addition to literature searching and compiling bibliographies—or perhaps even before that—the worker needs to be informed of what is being published currently in his subject field. This may be accomplished through the routing of periodicals, mentioned earlier, and through news letters and accession lists prepared by the library.

Another answer to the problem is the generous provision of published index and abstract journals such as *Biological Abstracts*, *Chemical Abstracts*, *Index Veterinarius*, *Horticultural Abstracts*, *Review of Applied Entomology*, *Agricultural Index*, *Nutrition Abstracts*, *Index-Catalogue of the Library of the Surgeon General's Office*, *Current List of Medical Literature*, and the *Bibliography of Agriculture*. The monthly *Bibliography of Agriculture*, first published in its present form in July 1943, is designed to list all the current publications in the field of agriculture as they are received in the United States Department of Agriculture Library. The classified arrangement which is followed enables the reader to learn what has been published in his field—be it virus diseases of plants, soil chemistry, veterinary medicine, Lepidoptera, prices of agricultural products, or land tenure.

Author and subject indexes aid both the librarian and the reader in finding what a specific author has written, or all that has been published on a specific subject. Checklists of the publications of the United States Department of Agriculture, state agricultural experiment stations, and the state agricultural extension services—which follow the classified sections—are the most complete checklists of the current publications for those agencies.

A service most appreciated by technical workers is the photographic reproduction of library materials, in lieu of the loan of the original publication. It is interesting to note in the 1910 report of the United States Department of Agriculture Library the following prediction:

When some cheap and simple method of exact reproduction is perfected, the problems connected with the interlibrary loans will be greatly reduced. It will then be feasible, when only parts of volumes are needed, to make copies of the articles to send out of the city instead of sending the volumes.

H. J. Webber, in a paper before the Agricultural Libraries Section in 1930, went even farther when he recommended "international cooperation of library photostats," and suggested that "A few large libraries, one or two in a country, should establish photostat bureaus to furnish copies of any paper desired, and such bureaus should be self-sustaining through a charge made sufficient for maintenance of service."

Today photoprints and microfilm are supplied on a large scale by the Library of Congress, Army Medical Library, United States Department of Agriculture Library, and by other special, academic, and public libraries. Use of the continuous roll method has made it possible for the United States Department of Agriculture Library to furnish photoprints and microfilm at very low cost to workers in universities, research institutions, and private industry. Photo-

copies of items listed in the *Bibliography of Agriculture* may be obtained from our copying service, if not available in local libraries or from the publishers. The scientist, therefore, need not be hampered in his research because his library is not the so-called "ideally perfect library" and does not have the article he needs. The photoprint, or microfilm, is the answer and at a rate of 35,000 to 45,000 times a year in the United States Department of Agriculture Library.

A service which should be available to technical agricultural workers, and which is not generally available, is a translation service. Too many research workers are not acquainted with much of the world's literature because they do not read the language in which it is written or do not have time to read it in its original form. It is recommended that a central translation service be set up in a library which has a fairly complete collection. If this is not feasible, a decentralized service, with certain libraries responsible for translations of certain languages or subject matter, is suggested. A union catalog of translations available and in progress would then be necessary. In either case, a centralized collection of completed translations, a means of informing the agricultural world that the translations are available, and facilities for borrowing and copying translations would be needed.

It is the responsibility of the agricultural librarian, therefore, to make books and their contents available to the technical agriculturist by means of loans, reference service, card catalogs, photographic reproductions, translations, bibliographies, and indexes. His success in providing such services depends to a great extent on the availability to his library, and consequently to his clientele, of any book, article, patent, or pamphlet in the field of agriculture and the

(Continued on page 331)

By STEPHEN A. McCARTHY

# Administrative Organization and Financial Support of Land-Grant College and University Libraries

*Dr. McCarthy is director, Cornell University Library.*

IN THE summer of 1947, in preparing for a survey of the libraries of Cornell University, a questionnaire was distributed to fifty-two land-grant colleges and universities, requesting information on the administrative organization of agricultural college libraries, and statistical data on library support, book collections, and staff. The replies which could be used numbered forty for most of the questions, except those calling for financial data, in which it was apparent that the base of reporting varied so widely as to make the returns of little value for comparative study.

Summarizing the replies dealing with organizational problems, it may be observed that the agricultural college is not usually an autonomous institution, that it is normally situated in the same vicinity as the parent institution, and that the agricultural college library is ordinarily organized as part of the main library. Replies to subsequent questions indicate that in most cases there is no separate agricultural experiment station library, and materials purchased on experiment station funds are normally considered a part of the agricultural college library.

Ordinarily the book collections of the agricultural college libraries are recorded in the main library catalog, there being only

two instances in which this is not the case. It is also true that the holdings of agricultural experiment station libraries are commonly recorded in the main library catalog, although there are six instances in which this is not the case. The catalog records for agricultural library books included in the main library catalog cover all entries in thirty-one institutions; in four institutions they include author entries only; and in two institutions they include author and subject entries but omit certain secondary entries. With regard to serials it may be noted that all but three of the forty institutions replying to the question concerning serial records do maintain a central record of all serials received by all libraries of the institution.

It is common in most land-grant institutions for the main library to do the work of acquisition, cataloging, and binding for the agricultural library. To the question "Are acquisition, cataloging, binding, and photographic activities for the agricultural library carried on by the main library?" there were thirty-nine answers. In twenty-three instances it was stated that all of these activities were carried on by the main library; in two it was indicated that none of these activities was carried on by the main library; and in nine institutions all of the activities except photographic service were provided by the main library. In the remaining five institutions, there was some division of work of acquisition, cataloging or

binding, between the main library and the agricultural college library.

The exchange situation of most land-grant institutions is a favorable one, since thirty-one institutions indicated that agricultural college publications are available to the main library for exchange, and only two institutions indicated that they are not so available. Twelve institutions including, of course, many of those in which agricultural college publications are available to the main library for exchange, indicated that these publications are also furnished to the agricultural library and to the agricultural experiment station library for exchange purposes. The situation with regard to the publications of agricultural experiment stations is almost exactly the same, except that the number of institutions in which these publications are furnished to the main library is thirty-five rather than thirty-one, and the number in which they are not available to the main library is two.

The campuses of many of the land-grant institutions are rather large and it is natural to find departmental libraries in various agricultural fields. The question on this topic was answered by forty institutions, of which twenty-five indicated that they maintain such departmental libraries, and fifteen indicated that they do not. The administration of these departmental libraries presents a somewhat less clear picture, although it is apparent that central administration is to be found in the majority of them. In seventeen institutions such departmental libraries are a part of the main library system; in four institutions such departmental libraries are a subdivision of the agriculture library; and in seven institutions some or all of these departmental libraries are operated independently of the library system under the control of instructional departments. The financial support of these libraries also presents a somewhat mixed pic-

ture. There were forty-one replies to the question concerning financial support of departmental libraries and they indicate that, while in a fair number of instances the full support of these libraries is provided on the library budget, there are a number of instances in which some or all of the support is drawn from the instructional departments. In eleven institutions the salaries are carried as part of the main library budget, in two they are a part of the agriculture library budget, and in eight they are a part of the budget of instructional departments. As regards book funds: in fifteen institutions they are included in the main library budget, in two they are a part of the agriculture library budget and in thirteen they are a part of the department budget. It is obvious, of course, that in a number of instances book funds may be supplied both by the department and the library. In a few instances this is true of salaries as well.

The question concerning the availability of photographic equipment was answered by thirty-seven libraries of which twenty-four are prepared to furnish photographic reproductions of their materials. Only seventeen of the thirty-seven who answered this question indicated the location of the facility, but of the seventeen, eleven depended on a general campus photographic service rather than on a separate library photographic service. Of the twenty-four institutions which indicated the types of photographic reproduction they could provide, fourteen are prepared to supply both microfilm and photostat, eight can supply only photostat, and two can supply only microfilm.

In studying the question of library support an attempt was first made to apply to Cornell the minimum standards of the A.L.A. for institutions of higher education. After some tentative figures had been worked out, the A.L.A. minimum standards

were discarded as being an inadequate measure of the library needs of the university.

A measure of adequacy of support which frequently has been used in the past is that of \$25 per student. Since the A.L.A. recommended in 1946 that library budgets be increased 50 per cent, in order to maintain the same standards as in 1940, it would seem to be correct to say that this figure should now be \$37.50 per student. If this figure were applied to Cornell, with its present enrolment, it would result in a library budget of approximately the amount that was expended in 1947-48, yet there is general agreement that library funds are inadequate, and that many necessary and desirable services are not being provided. Actually the budget recommended by the surveyors in their report approximates \$50.00 per student rather than \$37.50.

A third measure of adequacy of library budget support is the ratio of library expenditures to total university expenditures for educational and general purposes. The percentage commonly considered necessary for adequate library support has been from 4 to 5 per cent, or, in any case, not less than 4 per cent. The annual library budget recommended by the surveyors for Cornell would be approximately 3.5 per cent of the current year's university expenditures for educational and general purposes.

In working out the various tables included in the survey report and as a result of the unsuccessful attempt to produce a significant comparative table on the financial support of the agricultural libraries, a table was compiled from various published sources, principally the statistical tables published in the July 1947 *College and Research Libraries* and the printed financial reports of various land-grant institutions, which would show both expenditures per student and the ratio of library expenditures to total educational expenditures for land-

grant college libraries as a whole, instead of for the agricultural libraries only. The results of this compilation are presented in Table I.

Among these institutions, the per student library expenditure ranges from a low of \$2.67 to a high of \$51.12. The average is \$22.28 and the median is \$20.75. The nineteen institutions included in the table may not be representative of the entire group of land-grant institutions and it is possible that a selection of another group of nineteen land-grant institutions could show either a better or a poorer picture, but the data reported are, nevertheless, indicative of the kind of support which is being provided in many of the land-grant institutions. The per student expenditure in 1945-46 was still, on the average, below the minimum considered essential in the 1930's, and of course, still farther below the revised minimum of \$37.50. If, as is apparent at Cornell, an expenditure of approximately \$50.00 per student is necessary, the average per student expenditure of \$22.28 is seen to be seriously inadequate.

Turning from per student expenditure to the ratio between library expenditures and total educational expenditures of the same nineteen institutions, it is apparent that there is again a wide spread between the high point and the low. The institution at the top of the scale had a ratio of 9.3 per cent, while the institution at the lowest point of the scale had a ratio of 1.14 per cent. The average ratio was 2.77 per cent and the median was 2.31 per cent.

For comparative purposes the figures for these same nineteen institutions in 1928, as reported in the land-grant college survey of 1930, and for 1937, have been examined. The data, in terms of averages, medians and ranges, for the three years are given in Table II, "Library Expenditures Per Student," and Table III, "Ratio of Library

**Table I**  
**Library Expenditures Per Student and Ratio of Library Expenditures to Total Institutional  
 Expenditures for Certain Institutions, 1945-46**

Institution	Enrolment	Library Expenditure	Per Student Library Expenditure	University Expenditure	Ratio of Library Expenditure to Total University Expenditure (Per Cent)
Arizona	4,100	\$ 49,298.00	\$12.02	\$ 1,834,370.00	2.68
California	21,425	802,813.00	37.46	38,558,077.00	2.08
Connecticut	8,000	21,423.87	2.67	1,877,361.00	1.14
Cornell	7,928	179,203.00	22.60	13,250,398.00	1.35
Georgia	2,593	132,662.00	51.12	1,420,401.00	9.33
Illinois	15,989	618,020.11	38.65	14,616,222.00	4.22
Iowa State	7,978	165,464.00	20.74	6,181,345.00	2.67
Louisiana State	7,351	210,313.28	28.61	5,687,414.00	3.69
Maine	1,792	28,524.86	15.91	1,620,442.47	1.76
M.I.T.	4,500	93,444.86	20.76	4,176,498.00	2.23
Minnesota	18,594	405,605.00	21.81	12,910,939.00	3.14
Nebraska	6,675	117,641.19	17.62	5,079,634.00	2.31
New Hampshire	3,200	44,351.00	13.86	1,902,961.00	2.33
Rutgers	3,679	106,978.89	29.07	5,648,061.00	1.89
Ohio State	16,000	254,498.86	15.90	11,038,814.00	2.30
Oregon State	5,924	101,349.00	17.10	3,156,034.00	3.21
Penn State	6,800	146,387.00	21.52	8,816,387.00	1.66
Wisconsin	13,476	203,465.01	15.09	11,710,468.00	1.73
Wyoming	1,873	38,922.00	20.78	1,289,519.00	3.01

Expenditures to Total Educational Expenditures."

In the eighteen year period from 1926 through 1945-46, the average expenditures per student have increased from \$16.00 in 1928 to \$19.38 in 1937 and on to \$22.28

in 1945-46. (Table II) The ratio of library expenditure to total educational expenditures increased from 2.52 per cent in 1928 to 2.996 per cent in 1937 and then slipped back to 2.77 per cent in 1945-46. (Table III) For these nineteen institu-

**Table II**  
**Library Expenditures Per Student in Nineteen Selected Land-Grant  
 College Libraries in 1928, 1937, and 1945/46**

	1928	1937	1945/46
Average Expenditure Per Student	\$16.00	\$19.38	\$22.28
Median Expenditure Per Student	15.00	17.65	20.76
Range of Per Student Expenditure	7.00-\$27.00	10.85-\$42.35	2.67-\$51.12

**Table III**  
**Ratio of Library Expenditures to Total Educational Expenditures in Nineteen Selected  
 Land-Grant College Libraries in 1928, 1937, and 1945/46**

	1928	1937	1945/46
Average Ratio	2.52	2.996	2.77
Median Ratio	2.6	2.94	2.31
Range	.8-5.2	1.54-4.92	1.14-9.33

tions there has been an increase of \$6.28 per student expenditure for library purposes in the eighteen year period, and the average ratio of library to total university expenditures has increased from 2.52 to 2.77 per cent. If however, the decreased purchasing power of the dollar is considered, it seems doubtful that there has been any significant improvement.

When these averages are compared with the commonly used standards of \$25.00, now increased to \$37.50, per student and 4 to 5 per cent of the total institutional expenditures, one can have his choice of conclusions: either the library situation in most land-grant colleges is very bad; or, the standards are higher than they should be. It may be argued that setting the minimum at 4 per cent creates an objective at which institutions should continue to aim even though, if past experience is a guide, they can never expect to achieve it. On the other hand, it may be argued that land-grant colleges, which do not offer a full

university program, may not require the 4 per cent ratio. It is not inconceivable that a lower expenditure per student and a lower ratio than the one that has been commonly used may serve to provide adequate library services and facilities in institutions confined to technical programs of instruction and research.

In any case, it seems clear that the two standards: per student expenditure, and ratio of library expenditures to total expenditures, should be worked out so that there is a significant relationship between them. As things now stand, if we say the per student expenditure should be \$37.50 we are in effect saying that for an institution such as Cornell a library budget of approximately \$400,000.00 will meet the minimum standards. This would mean a ratio of approximately 2.75 per cent. However, if we say, as we have been saying, that the ratio should be 4 per cent, the recommended library budget would be approximately \$600,000.00 or \$57.00 per student.

## Library Service to Technical Agriculturists

*(Continued from page 326)*

underlying sciences whether from his own library shelves, or those of the U. S. Department of Agriculture Library, the Library of Congress, the University of California, or any other library. The technical agriculturist serves the world's oldest and most basic industry—an industry as old as the Garden of Eden. His responsibility is great. In supplying the tools with which

the technical agriculturist works, the agricultural librarian also has a great responsibility. He provides the best and most up-to-date material that his funds or his borrowing power can obtain; he searches the literature of the past to aid in solving the problems of the present and the future; and he does both with efficiency and dispatch, keen intelligence, and sympathetic interest.

By CARL W. HINTZ

## College and Research Libraries and the C.I.N.P.

*Mr. Hintz is librarian, University of Oregon, and member of the A.L.A. Committee on Implementation of the National Plans, representing the A.C.R.L.*

THE Executive Board of the American Library Association devoted considerable attention at its October 1947 meeting to various national plans of library groups and voted to establish a Committee on Implementation of the National Plans. This committee, made up of representatives of the various divisions of the Association, was somewhat hastily formed, and met for the first time at the Midwinter meeting. With this much of a preamble, we may raise three questions: What are the national plans? What is the C.I.N.P. supposed to do? Where do college and research libraries and librarians come into the picture?

In the first place, the plans are those set forth in the several publications in the Library Planning Series of the American Library Association's Committee on Postwar Planning, which have appeared to date; namely, *Post-War Standards for Public Libraries* (1943), *Library Planning* (1944), *School Libraries for Today and Tomorrow* (1945), *College and University Libraries and Librarianship* (1946), and *A National Plan for Public Library Service* (1948). The latter title marks the third and last stage of the Postwar Planning Committee's proposals for an over-all program for the American public library, and will perhaps

be considered by many as the most significant of the series. Other volumes now in preparation will be concerned with library service to children and to adolescents. The titles in this series are evidence that the plans are not limited to one type of library, but are broad enough to include the kind of libraries whose staff members comprise the membership of the A.C.R.L.

In spite of the plural nature of the plans, however, the fact should be stressed that none of them is a detailed blueprint offered for blind acceptance. The concluding statement in *A National Plan for Public Library Service*, for instance, says:

This library plan should be recognized for what it is—a general guide to the organization of public library service throughout the United States. It is not a detailed prescription of precisely how service is to be provided in every state, every county and every city in the nation. It is proposed by the American Library Association for the thoughtful consideration of governmental agencies, library authorities and librarians everywhere. They may approve, amend, or adapt it to their special needs. The plan need not be followed in detail, but it is hoped that the principles on which it is founded will have general application.

Similarly, the preface to *College and University Libraries and Librarianship* states:

This study is not a plan in the blueprint sense. . . [rather, the practicing librarian] will, we hope, find here set forth at least some of the more fundamental principles which have governed, or should govern, the sound administration of college and university li-

braries, and he will, we confidently believe, find a good deal of synthesis and analysis which will be useful in understanding present trends and determining future policies.

The plural nature of the plans and the variety of groups involved in their preparation and execution was fully recognized by the Executive Board of the American Library Association in its vote to authorize a special Committee on Implementation of the National Plans, and in the composition of the committee's membership. So far as the work of the committee is concerned, it is charged with promoting the utilization of the national plans looking toward the increase and improvement of all types of library service to a uniformly competent level throughout the nation. The committee proposes to do this by promoting and assisting the organization of state planning and implementation committees in every state and by urging the use of the national plans as common platforms on which citizens, trustees, and librarians can unite in the development of local library plans. The notable successes achieved by planning groups in some states during past years indicates that this offers the best approach to the problem of implementation, particularly if a wide variety of occupational, social, and official groups are represented. A second essential is a sound publicity campaign which, due to the present lack of financial backing for the committee, must be conducted largely at the local level.

Obviously, college and research libraries, beyond being represented on the committee, have a great deal to contribute to such a movement, particularly at the advisory and leadership level. In fact, there are sound arguments reinforcing the idealistic one of professional solidarity, why this group should be particularly active.

The old truism that "no man is an island unto himself" still holds. At first sight,

there may appear to be but little community of interest between the very small public library, for instance, and the large university library. \* The fact remains, however, that many people gain their only knowledge of library service and librarians, too, from their local institutions. Is it too much to suggest that this affects the prestige of the profession as a whole, and consequently may have repercussions on recruiting? Probably every reader of this paper has had the experience of seeing a somewhat blank and puzzled expression come over his questioner's face upon being told "I am a librarian." Second, college and university librarians frequently complain about the lack of library knowledge on the part of their student bodies, particularly at the freshman level. This is to be expected, as long as numbers of students come from areas with substandard or no library service at all. Better school and public libraries are one means of remedying this deficiency in the precollege student's education.

This nationwide movement to implement the national plans is designed to consolidate the efforts of citizens and librarians everywhere into a concerted drive to make the general public conscious of the library's role in today's and tomorrow's world. What are its implications for college and research libraries? A library conscious public will make for a library conscious government with all that this means in the way of funds and support for better librarianship at all levels. The end result is one in which we may all take a justifiable pride and interest, namely, an impetus to scholarship on a nationwide scale. The teaching potential of the library is great. A volume placed in a youngster's hand in a small public library today may provide the initial introduction to books of tomorrow's research library patron. Who can deny that we all have a stake in the national plans?

By EDNA MAE BROWN

## New Periodicals of 1948—Part I

*Miss Brown is head, serials section, Descriptive Cataloging Division, Library of Congress.*

THE NEW periodicals of the first half of 1948 cover a broad range of subjects and show no special trend of interest or direction of study. When the final selection and listing was made it was evident that the fields of literature, including linguistics and bibliography, and economics were treated in the greater number of the new journals with at least one outstanding publication in each of the fields of political science, special groups, science, medicine, and engineering.

### Literature

*The Arkham Sampler* was launched in the winter of 1948 to publish literature of "fantasy" for readers interested in imaginative writing as a literary form. The first issue includes stories, poems, critical articles, such as "Strange Ports of Call; 20 Masterpieces of Science-Fiction," and book reviews. From Madrid comes *Cuadernos Hispanoamericanos*, published by the Seminario de Problemas Hispanoamericanos, designed to show the contribution and influence of the Spanish people in history, literature, and art. Articles included ranged in subject and time from Alfonso X through Quevedo to "Nuestra Tiempo y la Misión de las Españas." "Little" magazines with sincere and lofty, if not altogether new aims, such as "to publish good literature," or "to encourage writers," or "to publish the best in creative writing" continue to appear. Of

such there were *Halcyon*, *Line*, and *Sibyl-line*. A "little" poetry magazine, *The Poetry Hour*, appeared in the spring whose contents consisted of short, sentimental verses. *The Hudson Review*, while more pretentious in appearance than the "little" magazines mentioned above, is similar in aim, namely the encouragement of American literature by publishing poetry, fiction, criticism and reviews by American and foreign writers. What would seem to be a very liberal magazine, *La Table Ronde*, appeared in Paris in January. Its contributors, to be of all ages, opinions, convictions, moral and philosophical beliefs, are to be allowed to write freely on what they believe to be the truth.

### Bibliography

Not received in time for inclusion in the 1947 lists of new periodicals, but included here because of its importance, is *Documents of International Organizations, a Selected Bibliography* which appeared for the first time in November 1947. As a result of two conferences on the distribution of documentary material held in 1947 under the auspices of the World Peace Foundation it was decided that a selected list from the mass of publications of international organizations was needed by scholars, students, and librarians. The documentation included in the first issue is grouped into six main categories: (I) The United Nations, (II) The Specialized Agencies [*i.e.* the Food and Agriculture Organization, the International Bank for Reconstruction and Development, and others] (III) The

League of Nations, (IV) The Regional Organizations [*i.e.* the Arab League, Caribbean Commission, and others] (V) War and Transitional Organizations [*i.e.* Allied Control Councils and Commissions, and others] (VI) Other Functional Organizations [*i.e.* Bank for International Settlements, Permanent Court of Arbitration, and others]. *Fiches Littéraires* from Paris, gives the usual trade information as well as brief critical and biographical notes for new books. The Department of Germanic Languages and Literatures of the University of Chicago started *German Books, a Selective Critical Bibliography of Publications in German* in the fields of the humanities and social sciences. The editors hope to meet the demand from American readers for competent information and criticism in English on recent German publications on German problems, at least for so long as the regular channels of intellectual intercourse are not fully restored. *The Pamphlet Index, a Catalogue of Small Publications in Social Affairs*, according to its first quarterly issue, will list general or "source-material," essentially nonperiodical, not published formally in book form, and not ordinarily listed in book or periodical catalogs. Data given include author, title, brief descriptive annotation, place, publisher, date, size, pagination and price. *Renaissance News* is a quarterly newsletter published by Dartmouth College Library for the American Council of Learned Societies. Included are lists of library acquisitions, projects under way in history, literature, music, and visual arts, and announcements of exhibitions, meetings, and lectures.

#### Linguistics

*Language Learning, a Quarterly Journal of Applied Linguistics* is published by the Research Club in Language Learning at Ann Arbor and has for its purpose the im-

provement of foreign language learning and teaching. *Lingua; International Review of General Linguistics* is published in Haarlem. It will publish original articles in English or French on the more general problems of linguistics for persons who want to keep abreast of the development of the subject. Reviews of books and articles in periodicals are to be included.

#### Political Science

To reflect the purposes and the interests of the School of Foreign Service of Georgetown University, the students started the publication of *The Envoy* in January 1948. Contributions include articles on Trieste, De Gaulle, opportunities in the foreign service, etc. *Congressional Opinion*, published in Washington, is a monthly survey of views and action of members of Congress. Voting record, bills introduced, and quotations from speeches are among the facts listed for each Congressman. A scholarly journal, *The Western Political Quarterly* published by the Institute of Government, University of Utah, "is devoted to the study and promotion of political science." The editors and the majority of contributors are professors in Western universities. From the United Nations Educational, Scientific, and Cultural Organization came the *Unesco Courier* aimed to inform the public in a general way on the activities of that organization.

#### Economics

A wide variety of problems is being treated in new journals in the field of economics. From the Istituto di Economia Internazionale in Genoa came *Economia Internazionale*. Its field is the study of worldwide economic problems and conditions and its contributors are European and American professors. The text is in Italian with the original English contributions in-

cluded in a supplement. From Stockholm came *Ekonomisk Tidskrift* with contributions on general economic subjects in Swedish or English. Book reviews, including reviews of foreign books, are included. Agricultural economics is well treated in *Farm Policy Forum* published by the Iowa State College Press with an editorial board and an advisory board composed of economists, farmers, business men, government specialists, and others. The analysis of the major developments relating to the European Recovery Program is the objective of *The Marshall Plan Letter*, published weekly in Washington. It will keep the reader informed on day-by-day and week-by-week regulations, controls, legal interpretations, appointments, contracts, shipments, etc. *Masses and Mainstream* "combines and carries forward the thirty-seven-year-old tradition of *New Masses* and the more recent literary achievement of *Mainstream*." *National Tax Journal* is published by the National Tax Association and supersedes the association's *Bulletin*. It is to be a forum for the discussion of broad economic and social issues of taxation and expenditure policies. The official publication of the National Labor-Management Foundation is *Partners*. The aim of this new periodical is the promotion of a better and clearer understanding between workers, their employers, and the general public. The first issue included contributions by both labor and business leaders and covered such subjects as the International Ladies' Garment Workers' Union and the Taft-Hartley Act. *Rumbaugh's Key to Bond Investment* is intended primarily for executives responsible for the investment of funds. To a lesser degree it will be helpful to individuals interested in money and its employment. There are described various types of bonds available with their interest rates, brief paragraphs on the condition of banks, interest

rate outlook, tax exempt investments, etc. *Two-Way World Trader* is to be a guide for importers and exporters. Each issue will consist of an editorial with general topics pertinent to world trade; foreign market analysis with emphasis on United States imports from such market; a "made in America" products survey with full stress on U.S. exports of the particular product to the world; the list of prime sources of supply and services keyed to the specific commodity and trading unit reported in that issue.

#### *Special Groups*

The Armenian people have started a new journal, *The Armenian Review*, to acquaint the English-speaking world with the cultural heritage of the Armenians and to support the American effort in the safeguarding of world democracy. Included in the first issue are a story by William Saroyan, a biographical sketch of Dr. Varaztad H. Kazanjian, noted plastic surgeon, articles on Armenian poetry, the Armenian church, the Sovietization of Armenia, and other articles equally well written and equally interesting. *The Journal of Jewish Studies* was started in London to fill the gap caused by the destruction of the European journals devoted to Jewish studies. An idea of the scope of this quarterly can be had from the titles of a few of the articles in the first issue: "The Survival of Israel," "Archaic Vocalisation of Some Biblical Hebrew Names," "The Extent of the Influence of the Synagogue Service upon Christian Worship."

#### *Science*

A journal of "international" scope is *Arctic; Journal of the Arctic Institute of North America*. Included in the first issue are articles on the U.S. meteorological services in Alaska, the Danish meteorological

service in Greenland, the growth of meteorological knowledge of the Canadian Arctic, and a section of book notes entitled "Northern Reviews." *Communications on Applied Mathematics*, issued by the Institute for Mathematics and Mechanics of New York University will be devoted mainly to contributions in the fields of applied mathematics, mathematical physics and mathematical analysis. A popular science magazine is *Pacific Discovery* published by the California Academy of Sciences. It will emphasize the natural history of the Pacific Coast and the Pacific Basin. For the first issue, William Beebe contributed an article on hummingbirds, and Olaus Murie an article on Jackson Hole. These and other articles were well illustrated.

#### Medicine

Two new periodical publications on cancer appeared. *Cancer, a Journal of the American Cancer Society* will publish papers dealing with all aspects of clinical, experimental and educational research done in the field of human cancer. The *Texas Cancer Bulletin* financed by the Texas Cancer Coordinating Council intends to bring together in brief form the results of important research in the varied fields of cancer for the family doctor. *Oral Surgery, Oral Medicine, and Oral Pathology* is an outgrowth of the oral surgery section of the *American Journal of Orthodontics and Oral Surgery*. *Pediatrics, the Journal of the American Academy of Pediatrics* will publish papers on public health and preventative medicine, genetics, nutrition, psychology, education, social legislation, nursing, and sociology, when the subject matter is related to child health and welfare. The *Société Royale des Sciences Médicales et Naturales de Bruxelles* began the publication of a series of *Annales* to publish the papers of Belgian Medical scientists.

#### Engineering

Among the new engineering journals there are *Applied Hydraulics* publishing studies made on the transmission of power through the use of pressure on hydraulic fluids; *Applied Mechanics Reviews*, abstracts, prepared by specialists or authorities, of articles in American and foreign journals; *The Automatic Electric Technical Journal*, superseding the *Strowger Technical Journal*, and reporting on the developments in the field of communications research and their application; the *Columbia Engineering Quarterly* published by the students of the School of Engineering of Columbia University; and the *Master Mechanic* devoted to the care and mechanical features of construction equipment.

#### Law

Two new journals to publish articles by law school students were started. The *Stanford Intramural Law Review* is unique in that two issues are to be issued as preparation and training for the editors and contributors of the *Stanford Law Review*, planned for publication in the winter of 1948-49. The *University of Florida Law Review* contributors included faculty, students, and practicing lawyers.

#### Miscellaneous

*The Monthly Film Strip Review* published in London consists of reviews by teachers of films useful in the educational field. The arrangement is by subject and such facts as length of film, name of distributor, owner of United Kingdom rights as well as the appraisal are given. *Revue d'Esthétique* founded under the auspices of the Société Française d'Esthétique is intended to arouse interest and encourage studies in esthetics. *Saskatchewan History* will publish articles on the history of Saskatchewan from a variety of sources.

## Periodicals

*Applied Hydraulics.* Technical Publishing Company, 1240 Ontario St., Cleveland 13. v. 1, no. 1, February 1948. Monthly. \$2.

*Applied Mechanics Reviews.* American Society of Mechanical Engineers, 20th and Northampton Sts., Easton, Pa. v. 1, no. 1, January 1948. Monthly. \$12.50.

*Arctic.* Arctic Institute of North America, Audubon Terrace, Broadway at 156th St., New York City. v. 1, no. 1, Spring 1948. Frequency and price not given.

*The Arkham Sampler.* Arkham House, Sauk City, Wis. v. 1, no. 1, Winter 1948. Quarterly. \$4.

*The Armenian Review.* Hairenik Association, Inc., 212 Stuart St., Boston. v. 1, no. 1, Winter 1948. Quarterly. \$5.

*The Automatic Electric Technical Journal.* Automatic Electric Co., 1033 W. Van Buren St., Chicago 7. v. 1, no. 1, April 1948. Quarterly. \$2.

*Cancer.* Paul B. Hoeber, Inc., 49 E. 33rd St., New York City 16. v. 1, no. 1, May 1948. Bimonthly. \$8 (\$9.50 foreign).

*Columbia Engineering Quarterly.* Columbia Engineering Quarterly, School of Engineering, Columbia University, New York City 27. v. 1, no. 1, May 1948. 4 nos. a year. \$3 (10 issues).

*Communications on Applied Mathematics.* Interscience Publishers, Inc., 215 Fourth Ave., New York City 3. v. 1, no. 1, January 1948. Quarterly. \$8.

*Congressional Opinion.* Congressional Opinion, 319 Kellogg Bldg., 1416 F St., N.W., Washington 4, D.C. v. 1, no. 1, January 1948. Monthly. Price not given.

*Cuadernos Hispanoamericanos.* Ediciones Cultura Hispanica, Marqués de Riscal 3, Madrid. no. 1, January-February 1948. Frequency not given. \$3.

*Documents of International Organizations.* World Peace Foundation, 40 Mt. Vernon St., Boston. v. 1, no. 1, November 1947. Quarterly. \$2.50.

*Economia Internazionale.* Segreteria Camera di Commercio, Via Garibaldi 4, Genoa. v. 1, no. 1, January 1948. Quarterly. L 4.000.

*Ekonomisk Tidskrift.* Ekonomisk Tidskrift Redaktion, Malmortsgatan 8, Stockholm. v. 1, no. 1, March 1948. Quarterly. kr. 8.

*The Envoy.* School of Foreign Service, Georgetown University, Washington 7, D.C. v. 1, no. 1, January 1948. Monthly during school year. \$2.

*Farm Policy Forum.* Iowa State College Press, Ames. v. 1, no. 1, January 1948. Quarterly. \$2.

*Fiches Littéraires.* Fiches Littéraires, 3 Boulevard des Sablons, Neuilly-S-Seine. no. 1, January 1948. Monthly. 750 frs. for 6 mos.

*German Books.* German Books, Box X, Faculty Exchange, University of Chicago, Chicago 37. v. 1, no. 1, January 1948. 5 nos. a year. \$2.

*Halcyon.* P.O. Box 109, Cambridge 39, Mass. v. 1, no. 1, Winter 1948. 4 nos. a year. \$2.

*The Hudson Review.* The Hudson Review, Inc., 39 W. 11th St., New York City 11. v. 1, no. 1, Spring 1948. Quarterly. \$3 (\$4 foreign).

*Journal of Jewish Studies.* The Jewish Fellowship, 33 Berner St., Commercial Road, London E.1. v. 1, no. 1, First Quarter 1948. Quarterly. \$4.50.

*Language Learning.* The Research Club in Language Learning, 1522 Rackham Bldg., 317 Maynard, Ann Arbor, Mich. v. 1, no. 1, January 1948. Quarterly. \$2.

*Line.* Line, 634 N. Juanita Ave., Los Angeles 4. v. 1, no. 1, April/May 1948. Frequency not given. \$2.

*Lingua.* Uitgeverij J. H. Gottmer, Wilhelminapark 12, Haarlem. v. 1, no. 1, 1948. 4 nos. a year. \$11.50.

*The Marshall Plan Letter.* Army Times, 1115 18th St., N.W., Washington 6, D.C. v. 1, no. 1, Apr. 21, 1948. Weekly. \$12.

*Masses & Mainstream.* Masses & Mainstream, Inc., 832 Broadway, New York City 3. v. 1, no. 1, March 1948. Monthly. \$4.

*The Master Mechanic.* King Publications, 503 Market St., San Francisco 5. v. 1, no. 1, March 1948. Quarterly. \$1 (\$5 foreign).

*The Monthly Film Strip Review.* The British Film Institute, 4 Great Russell St., London, W.C.1. v. 1, no. 1, January 1948. 1s per issue.

*National Tax Journal.* Ronald B. Welch, secretary, National Tax Association, P.O. Box 1799, Sacramento 8. v. 1, no. 1, March 1948. Quarterly. \$3.75.

*Oral Surgery, Oral Medicine and Oral Pathology.* C. V. Mosby Company, 3207 Washington Blvd., St. Louis 3. v. 1, no. 1, January 1948. Monthly. \$8.50 (\$9.50 foreign).

*Pacific Discovery.* California Academy of Sciences, Golden Gate Park, San Francisco 18. v. 1, no. 1, January/February 1948. Bimonthly. \$3.

*The Pamphlet Index.* Schulte Press, Inc., 119 W. 23rd St., New York City 11. v. 1, no. 1, April 1948. Quarterly. \$1.50.

*Partners.* National Labor-Management Foundation, 139 N. Clark St., Chicago 2. v. 1, no. 1, January 1948. Monthly. \$5.

*Pediatrics.* Charles C Thomas, publisher, 301-327 E. Lawrence Ave., Springfield, Ill. v. 1, no. 1, January 1948. Monthly. \$10 (\$12 foreign).

*The Poetry Hour.* Lavinia Adele Watkins, editor and publisher, 3020 Oliphant, San Diego 6. v. 1, no. 1, Spring 1948. Quarterly. \$2.

*Renaissance News.* Frederick W. Sternfeld, editor, Box 832, Hanover, N.H. v. 1, no. 1, Spring 1948. Quarterly. \$1.

*Revue d'Esthétique.* Presses Universitaires de France, 108 Boulevard Saint-Germain, Paris 6e. v. 1, no. 1, January/March 1948. Quarterly. 650frs.

*Rumbaughs Key to Bond Investment.* John H. Rumbaughs, editor, 500 Fifth Ave., New York City 18, v. 1, no. 1, Mar. 12, 1948. Weekly. Price not given.

*Saskatchewan History.* Marion W. Hagerman, business manager, Saskatchewan History, Box 100, University of Saskatchewan, Saskatoon. v. 1, no. 1, January 1948. 3 nos. a year. 50f.

*Sibylline.* Calvin Wilder, 33 Phillips St., Watertown, Mass. v. 1, no. 1, January/April 1948. 4 nos. a year. \$1.50 (\$2 foreign).

*Société Royale des Sciences Médicales et Naturelles de Bruxelles. Annales.* Les Editions "Acta Medica Belgica," 64 Rue de la Concorde, Bruxelles. v. 1, no. 1/2, 1948. Quarterly. 300 frs.

*Stanford Intramural Law Review.* Leland Stanford Junior University, Stanford, Calif. April 1948. 2 nos. only to be issued. 75¢ per issue.

*La Table Ronde.* 4 Rue Jules-Cousin, Paris 4e. no. 1, January 1948. Monthly. 670 frs.

*Texas Cancer Bulletin.* M. D. Anderson Hospital for Cancer Research, Houston. v. 1, no. 1, January/February 1948. Bimonthly. \$4 (\$5 foreign).

*Two-Way World Trader.* Maclint-Tilsler Publishing Company, Inc., 505 Fifth Ave., New York City 27. February 1948. Monthly. \$18.

*Unesco Courier.* Unesco House, 19 Avenue Kléber, Paris, 16e. v. 1, no. 1, February 1948. Monthly. 50¢ (6 issues).

*University of Florida Law Review.* College of Law, University of Florida, Gainesville. v. 1, no. 1, Spring 1948. 3 nos. a year. \$3.

*The Western Political Quarterly.* Frank H. Jonas, secretary-treasurer, Western Political Science Association, University of Utah, Annex 126, Salt Lake City 1. v. 1, no. 1, March 1948. \$4 (\$5 foreign).

By GRACE A. ENGLAND

## Local Author Collections in Libraries<sup>1</sup>

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AT FIRST this study was to cover definitions of the term "local author" only. As the plan evolved, other matters assumed importance, as, for example, the location of local author collections, their purpose and scope, their usefulness, policies of exclusion and inclusion, and cooperative collecting and maintenance schemes. A trial questionnaire, sent to New England libraries by Philip McNiff, of Harvard, elicited so much interest that the committee decided to make a questionnaire survey of libraries throughout the United States.

A questionnaire prepared by the late John VanMale, then chairman of the committee, was answered by 284 libraries. The replies came from 110 public libraries, 103 college and university libraries, 35 state libraries, and 36 from a miscellaneous group which included society and institutional libraries not belonging in any of the previously mentioned categories. Of these libraries, 175 reported the existence of local author collections.

From the replies received it would be possible to select considerable information that might be of interest in a more extended report. Whether or not a library buys for such a collection or relies upon gifts; is inclusive or excludes all but "meritorious" titles; reserves a first or only copy or

duplicates freely; shelves such a collection as a whole or classifies and relies upon the catalog to bring out the locality tie; includes or eliminates fiction; stresses first editions; stresses "major" writers—these are questions which because of limitations of time and space have been excluded from this report. An analysis by geographical areas might produce interesting data, although the honors seem to belong, unchallenged by any of the reports received, to the State of Ohio and its Martha Kinney Cooper Library at Columbus.

### *Policies of Collection*

The importance of understanding the sectional structure of our country is generally recognized, and many libraries have attempted to secure and preserve the works of local authors as a record of the intellectual and cultural development of a community or an area. Such collections have validity for their psychological and advertising value for the area covered, and can be justified as records of local intellectual activity. However, as printed materials continue to pour from presses in ever increasing amounts, these collections show a tendency to grow out of bounds and to become "white elephants," especially if a nonselective, all-inclusive policy is followed. On the other hand, if a selective policy is pursued, it can be successfully argued that the purpose of the collection is thereby defeated, but that the intellectual growth or level of the area cannot be determined solely by what is "best" in its output.

<sup>1</sup> Report of a survey undertaken by the American Library Association Bibliography Committee. This study of the scope, content, and handling of local author collections was undertaken in response to a request for information from Ruby Egbert, technical processes librarian, Washington State Library.

At the outset it should be noted that in a great many of the replies the term "local author collections" appears to be regarded as synonymous with "local history collection," and for that reason many of the data submitted have proved difficult to interpret. Some local author collections are merged in local history collections. Indeed, in all but a handful of libraries, existing current practice tends to include in such collections only writers of fiction, or history, occasionally *belles lettres*, and to disregard writers in the fields of art, music, technology, business, and the social sciences. Surely these latter are as illustrative of community progress, and therefore as important to collect as are the former.

These collections of miscellaneous works which have no common denominator except that of the local birth or residence of the writers seem, for the most part, to have been assembled on a guesswork basis of what might prove interesting to readers or useful in some other way. A few libraries aim at bibliographical completeness, but one library has limited its field of interest to five authors only and collects only autographed first editions of these.

#### *Criteria for Inclusion*

Definitions of the term "local author" vary widely. Birth in the area is a generally accepted criterion, but one librarian remarked that there is no point in claiming as native sons or daughters authors who do not reciprocate. She cited the case of Edna Ferber who, it was said, remembers with loathing her days in Ottumwa, Iowa. Education in the area is another but less generally accepted criterion. Residence for a specified period of years—the lowest mentioned is four—during which creative work was produced, is commonly accepted, but one reply points out that an author who has lived in the area less than fifteen years

is not regarded as "local." Caroline Engstfeld's *Bibliography of Alabama Authors* limits its scope to those who "are Alabamians by birth and education, or who have written books during actual residence in Alabama, but authors who merely happened to have lived a few years in Alabama during childhood are excluded." On the other hand, J. M. Agnew's *Southern Bibliography* includes "those born in the South whether they continued to live there or not and those who have contributed in any way to the social, economic, historical or cultural life of the region." Thus we see birth, education, residence, quite generally accepted as criteria for inclusion in most local author collections, but accepted with qualifications by a few. One library, incidentally, recognizes as a local author any writer whose family or relatives still live in the city. A few libraries also include as local authors those who have written about the area, but who remain guiltless of the other qualifications of birth or residence. One university library reports that the usual test is "residence rather than birth."

Policies regarding selection and inclusion are equally varied. In one state library, Oregon, any book by an Oregon author on Oregon is included, but other material by Oregon authors is carefully selected. Many college and university libraries regard faculty members as local authors *per se*, and include all of their works, including textbooks, but one library definitely excludes such writings. One state library reports that all local authors except state employees are acceptable, and one public library admits "any local author, if sane." One library, in the miscellaneous group, reports a large collection of local reference material but "strictly avoids collecting anything by local authors." The Grosvenor Library reported that it takes no notice of

the fact of local authorship, while the opposite extreme is represented by the West Virginia State Library, which reports that under its rules and regulations it is required to collect copies of all writings by West Virginians. The Boston Public Library reports that it does not have such a local collection but that one of its branches has a collection for its immediate area. One library includes local authors only if an autographed copy is presented by the author or if the work is of permanent value or interest.

#### *Handling and Use of Collections*

Who uses these collections and how much are they used? Many of them are regarded as archival in character and their use is much restricted. They are so solicitously protected as to be of little value to anyone. One notes with interest that where considerable use is reported, the collection is as a rule closely identified with a more general local history collection. A suspicion arises that the source of interest is not in the writers but in the subject. Of the libraries reporting on this matter of use, sixty-two state their collections are but slightly used, nineteen say "frequently," twenty-three "considerably," and eighteen say "a great deal." No measure of such use seems to exist and five frankly state "they can't tell." Eleven report its chief use to be for exhibit purposes, and eight say "for research."

Certain libraries, notably Enoch Pratt, St. Paul, and the Martha Kinney Cooper Library, have worked out definite procedures for handling of such collections. Some libraries substitute a card index for a collection of local authors' writings, regarding it as more important to maintain a complete listing than to assemble the books themselves. One reply is as follows: "A card record of books by local authors

should be sufficient in a general library. To duplicate books by them seems a needless expense, and single copies should be placed with related subject material if they have any value at all. After all, a record of local intellectual activity can be estimated more easily from a card record than from shelves of unrelated books." Some libraries which follow this policy in a modified way stamp their books to indicate local authorship, thus guarding against indiscriminate discarding.

In reply to a question regarding "neighborhood understanding between libraries on the local author problem," only thirty-eight indicate that any division of responsibility exists. The University of Utah does not try to duplicate materials which are the natural specialty of other libraries, such as the library of the Church of Latter Day Saints. The Alderman Library of the University of Virginia reports an interesting cooperative collecting plan which involves the Virginia State Library and the library of the College of William and Mary in Williamsburg. They endeavor to avoid competition by setting up a plan for "control by information." The University of Kentucky Library makes no effort to assemble a Kentuckiana collection since a comprehensive one exists in the Louisville Public Library. Both look to the Filson Club for rare items which the public library cannot afford. In Georgia, the Georgia Archives and History Department tends to acquire manuscript and museum material, while the Georgia State Library and the Carnegie Library of Atlanta tend to collect printed books. The North Carolina State Library attempts to make a complete collection of North Carolina authors and encourages county and municipal libraries throughout the state to collect for their own immediate localities. One college library reports that "it aims at in-

clusiveness" for material about the town, and records considerable rivalry on the part of the local historical society.

#### *Location*

This brings us to a consideration of the location of such collections. A wide range of opinion was evident as to the most desirable point at which such collections should be maintained. Some favored the state university library, some the state library, some a large public library. Nearly all who commented on the question at all indicated a strong feeling that joint or regional collecting should be encouraged, with the state as a convenient area; that local collecting should be for the immediate town or county only, with close interchange of information and possible deposit of material with the regional collecting agency.

Some such plan has been worked out by the Ontario Library Association, and is under study by some other groups. The program of the Martha Kinney Cooper Library is the most comprehensive and well-organized to show up in this survey, and would well repay close study by anyone interested in the problem of local author collections on a regional basis. Here is a definite attempt to represent all Ohio writers, composers, artists, in as complete a collection of each as possible, through a state-wide organization with active agents in each county. Its many activities include promotion work for Ohio authors, sponsorship of research, awards of merit to contemporary writers,

and publication and distribution of annual bibliographies.

#### *Recommendations*

The information obtained through this study tends to support the conclusion that the libraries of any one state or region should come to an understanding as to how extensively they are going to collect local authors, by whom it is to be done, and how. Quite possibly the state library association or a regional association is the agency to initiate such a project. The study indicates the need for a division of responsibility not only to prevent duplication but to insure proper coverage. As to definition of the term "local author," the wide disparity of policies indicates that a more or less arbitrary decision must be reached upon the purpose of the collection, the use to be made of it, and the physical factors of housing and maintenance. The distinction between regional historical material and local author collections should be clarified. A different concept of the underlying philosophy of such collections is of paramount importance. It must be realized that to be truly effective they must include more than history and *belles lettres*, but must represent all fields in which the people of an area are active—art, industry, business, music, the professions, and the sciences.

These conclusions are of value chiefly as further evidence of the growing need for intelligent cooperation among librarians, to the end that the best interests of all may be insured.

By R. PAUL BARTOLINI

# The Position-Classification Plan for University Libraries

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**I**N THIS article aspects of theory regarding the place of a position-classification plan in university library personnel administration will be discussed. In addition, the more specific advantages and uses of such a plan for university libraries will be summarized.

For the purposes here, a position-classification plan may be defined as a comprehensive, systematic scheme of grouping positions according to certain prescribed criteria, with a code of rules for the establishment, maintenance, and amendment of the system.

## *Some Concepts of Position-Classification*

At the outset, certain criteria for the classification of positions should be established. Once decided upon, only these criteria should be considered in establishing a position-classification plan. Since the purpose of the plan is to serve as an administrative tool in personnel administration for such matters as fixing pay, establishing minimum qualifications, recruiting, and maintaining an effective working force, the bases for the classification of positions are: (1) the duties and responsibilities of the positions, (2) the qualifications required to fill them, and (3) salaries.

A characteristic of a position-classification plan is that it is flexible. It must be clear that the whole system is a *plan*, and

not merely a system of classes with specifications. Though the plan is established on current duties and responsibilities of present positions, it is a plan for the future because internal flexibility is possible. As changes occur in positions, they are reported to the personnel office or other agency in charge of the plan. Thus, the flexibility discussed does not refer to expandibility, but capacity of the plan to be kept up-to-date. As new duties and responsibilities are assigned, and as old duties and responsibilities are eliminated, necessary changes within the position-classification plan are made.

A popular misconception is that duties must be listed in a certain class of a position-classification plan before those duties and responsibilities can be assigned to individuals holding positions in that class. This is not the case. On the contrary, a basic concept is that an original analysis of position make-up will often indicate the existence of too varied a group of duties and responsibilities in individual positions. The solution to such a situation is left to the administration of a particular organization.

The point is, then, that a position-classification plan is not binding but descriptive. It is a guide easily referred to and as objective as humanly possible. Changes within positions are referred to the organization's personnel officer or other person in charge of maintaining the position-classification plan.

The relationship between a position-classification plan and a pay plan is often close. This is because the former, as an administrative tool, is often the basis of the *separate* pay plan. A position-classification plan and a pay plan are distinct in basis, purpose, and technique. A pay plan must consider cost of living, supply of candidates, budget limitations, local pay scales, and many other factors not relevant to a position-classification plan. Position-classification is based upon the duties and responsibilities of a position.

Classes of positions with class specifications, as they are seen in written form, often appear to the inexperienced eye to be an end in themselves. This is clearly not the case. The position-classification plan is a means of greatly facilitating the accomplishment of many of the objectives of personnel administration. As a technique or tool, it is kept flexible and fit for current use. In part, then, the position-classification plan facilitates the adjustments operating to keep the right person in the right job. For example, as a position is left vacant, a new analysis of the position and comments from its immediate supervisor, brings up the latest information on the work and responsibilities of the position. This information assists in selecting exactly the right person for that position.

#### *Implications of the Position-Classification Plan to University Libraries*

It is probable that university libraries generally have lagged behind public libraries in establishing, developing, and using position-classification plans. For this reason, an attempt is made to indicate advantages of position-classification plans to university librarianship. It behooves university librarians to assume the initiative and establish position-classification plans in their libraries. Such action may do much

in indicating that librarians should be considered as teaching staff in personnel administration policies of universities.

Consideration of the relationship between a position-classification plan and recruitment of personnel to fill university positions may throw further light on the subject. Because of the position-classification plan, the recruiting or personnel officer has available to him a detailed analysis of the make-up of the vacant position. He sees the position's organizational relationships not only as brought out by the organizational chart of the library, but a variation of this position's relationship as well, if a job analysis has indicated such a variation. That is, although a certain position has a second position as its immediate higher level, job descriptions may show that the incumbent of a third position actually acts as immediate supervisor to the position we are discussing. The hiring officer will also have typical duties and responsibilities of the position before him in written form. In an ideal class specification, there is a statement of desirable qualifications of the person for that position, based upon the work to be done.

In university libraries it would not matter if the system were not large enough to have a full-time personnel officer. Should the head librarian retain responsibility for the personnel function, as in a smaller system, he would profit nonetheless from a formal position-classification plan for his recruiting activities. He would save time, money, and confusion by using this tool which obviates the repeated attempts to determine duties and qualifications of position and candidate each time a vacancy occurs and a new person needs to be employed.

Another area of personnel administration in a university library facilitated by the existence of a position-classification plan is

selection of staff. Specifications for each class of position give the duties, responsibilities, and qualification standards for the position.

#### *Promotional Sequence*

Study of an available position-classification plan and of the organizational structure of a university library will yield understanding of relationships of positions and of levels of work. With this knowledge of the relationships of positions, promotional sequence is seen more clearly. Both promotions and transfers are based on the assumption that comparison between the two positions exists. This type of information is obtainable from a position-classification plan.

Because organized objective information on the library's positions is available in the position-classification plan, intelligent understanding of the activities of library personnel is easy to attain. As a minor, by-product advantage to university library administrators, this would mean less confusion to personnel administration in the event of the loss of an experienced personnel officer. Likewise, the plan offers him an excellent means of presenting data to busy university officials and budget officers.

Another value of a position-classification plan is suggested by L. D. White, who writes:

Confusion in the distribution of authority, overlapping duties, and other sources of poor administration are almost certain to appear in the process of getting at the fact on which an allocation rests. This is one of the subsidiary but important advantages of a classification plan.<sup>1</sup>

A word might be said of the values of position-classification plans in the organiza-

<sup>1</sup> White, L. D. *Introduction to the Study of Public Administration*, rev. ed. New York, Macmillan, 1939, p. 335.

tion of the university library. From the first, it is to be remembered that the organizational structure is flexible. Humans change through experience, sickness, aging, and multiple other causes. As a result, executives reconsider organizational structures for this human as well as several impersonal factors.

#### *Plan Affords Clarity*

Certainly the position-classification process does not in itself prescribe changes in organizational structure, flow of work, work responsibilities, and the several other indications of over-all organization. But due to the inventory or analysis of the duties and responsibilities in positions, executives clearly see and understand how objectives of the university library may be attained better through some departmental or library-wide reorganization. The position-classification plan then affords a degree of clarity which its absence may deny the administration.

With his organization seen in a clearer light because of an analysis-based position-classification scheme, the university librarian is able to plan reorganization he may see necessary. He will want to consider factors which will come to him because of his experience. He would consult with and obtain suggestions from his staff, of course. But the newly instituted position-classification plan based on an analysis of positions may provide the final, determining argument for executing a change contemplated for some time but not made because of the lack of evidence.

Along with an organizational chart, a position-classification plan shows an executive's span of control and provides a check on its reasonable size. Such a study indicates the degree of homogeneity of grouped activities. The plan also provides a check to reveal the number of supervisory levels.

The study of a position-classification plan, be it made by a member of the staff or by the library's own administrator, adds to his understanding of the delegation of authority and responsibility. Duplications of work, gaps in responsibility, and overlapping authority are seen more easily with the presentation of the organization of a library through a good position-classification plan.

The opinion of one group is that:

Major executives, responsible for administrative organization and organization structure, can with great advantage study carefully the pertinent facts collected by the classification agency in its investigation and surveys. Practical aspects of the situation suggest that classification staffs are in strategic positions to render advice on organizational matters.<sup>2</sup>

Staff morale is considered of serious importance in university libraries because of the demand that the level of work be high. In the public services, for example, staffs with high morale work more efficiently and generally are more able to establish rapport with the public. On this point of morale, it has been observed that *salary inequalities* are more potent sources of dissatisfaction than the *general level of pay*. It is in this area that a position-classification plan can assist to make employee-management relations smooth, by providing for equal pay for equal work.

#### *Class Specifications Aid Librarians*

To an individual librarian, especially in a large university library, class specifications may be a map informing him as to where he is now and as to where he may advance. Class specifications of a position-classification plan provide the ambitious employee with some information on how he may prepare himself for a higher-grade

<sup>2</sup> Civil Service Assembly, *Position-Classification in the Public Service*. A report by the Committee on Position-Classification and Pay Plans, Chicago, Civil Service Assembly, 1941, p. 78.

position which he finds described for him. He needs more than general knowledge for his self-improvement program.

Two necessary factors are basic for high morale. They are: (1) that the job be clearly defined in writing; (2) that the relationship of this job to other positions and activities (to the whole university library in other words) also be made clear. A position-classification plan enables these two suggested conditions to be present.

From time to time, a library attempts employee-training programs in order to obtain people who can intelligently perform the tasks of a particular library. Certainly librarians cannot be prepared intelligently in a library unless the nature, duties, and responsibilities of the job for which they are to be trained are definitely described. Indecision is likely to exist with in-service training programs not backed by information from the position-classification plan. So, because a position-classification scheme does lay down the nature, duties, and responsibilities of positions, it is of great aid in a library's in-service training program.

#### *Foundation for Pay Plan*

Since a position-classification plan groups positions according to similarity of work and responsibilities, it is a sound foundation for an equitable pay plan. It is said that "experience has amply indicated that it is not possible to create or maintain anything like equitable pay conditions without developing and administering a position-classification plan to support them."<sup>3</sup> Many librarians do not have the necessary position-classification plans. A preventing factor has been the lack of personnel specialists in librarianship.

The development of an equitable salary schedule is readily attained when a posi-

(Continued on page 361)

<sup>3</sup> Civil Service Assembly, *op. cit.*, p. 62.

# Digest of Minutes of General Interest, Association of Research Libraries, Meeting Held in Philadelphia, June 11, 1948

## *Increased Cost of Library of Congress Cards*

K. D. Metcalf, chairman, Joint Committee on the Increased Cost of Library of Congress Printed Cards, reviewed the activities of the committee since its appointment and reported that up to now no solution of the problem had been found and that the price of L.C. cards would be raised as announced, on July 1. Mr. Metcalf expressed doubt as to how his committee ought now to proceed, but suggested that since important political changes appear to be impending (involving the certainty of important changes of membership in the House of Representatives committee which is responsible for our difficulties), it would be well to delay further action until after the national election in November and then to consider what remedial action might have a chance of meeting with success. There would then be the possibility of trying to induce the new House Committee on Appropriations to change its position regarding card prices; or, if success along this line did not seem promising, we might work for positive legislation stating that card prices should not include the cost of cataloging.

The executive secretary acknowledged that, for reasons which had seemed to him convincing, he had so far not taken steps to set up the "grass roots" committee which had been called for by the second resolution passed by the joint meeting of A.L.A. and A.R.L. in Chicago in January. After a brief discussion it was voted that the executive secretary be advised to implement the second committee when and if he should consider it necessary.

## *Fulbright Law and Microcopying Abroad*

The executive secretary stated that so far as he knew there had been no important further development in this matter which had

been referred to the advisory committee in January. It was reported that Fulbright funds "for general purposes" had now been cleared for use in China, Burma, the Philippines, and Greece. Mr. Clapp expressed the view that the detailed interpretation of the Fulbright law would vary from country to country. He thought the interests of documentary reproduction might still be served, even though Fulbright funds might not be used to buy film or photographic equipment, for the funds could be used to pay for the travel of scholars who would do the work. He felt that the program for microfilming in China looked very promising.

## *Early Experience with the Farmington Plan*

Paul North Rice presented a report on the early operations of the Farmington plan as seen from the vantage point of the New York Public Library. The principal points were as follows:

For various reasons the flow of Farmington books made a slower start than had been anticipated. As of the end of May a total of 744 books had been received, 584 from France, 81 from Switzerland, and 79 from Sweden. These books had been, or were in process of being, classified and shipped to 37 of the 54 participating libraries. The largest recipients so far had been the University of Illinois and New York Public Library. The University of Minnesota had naturally received the largest share of Swedish books. A cost study to May 31 indicated that payments to dealers had amounted to \$1296.49 and that other expenses had raised the cost of the first 744 items to \$1636.72. The quality of the books received had in general been high, though our Farmington selection instructions had not always been understood, and some serials, reissues, documents, theses, and continuations had been received. One library has asked to have separate bills for the different classifica-

tions received, but it is pointed out that this would not be possible without a considerable increase in costs.

Mr. Metcalf, chairman of the Farmington Plan Committee, then commented that it seemed to him that our foreign agents had been more selective than had been intended and therefore he doubted that our libraries were getting all the books that they ought to receive. He urged librarians to send him copies of their Farmington cards promptly so that an early check might be made to determine what is not being received which should be sent.

There was general agreement that, owing to the slow start which the plan had made, we lacked a sufficient accumulation of experience to warrant sending a representative now (at the end of the first six months) to talk with our Farmington dealers in France, Switzerland, and Sweden and arrange with them to classify and ship the books directly to the receiving libraries. However, it was hoped that we might be ready to send such a representative abroad late this autumn.

A question was raised as to the extension of the Farmington Plan to additional countries. On the advice of Mr. Metcalf it was voted to authorize the committee to extend the plan to include Norway, Denmark, Belgium, the Netherlands, and Mexico. It was also agreed that Italy might be included if our representative, after visiting the country, should feel that conditions were sufficiently stable to warrant such inclusion. No exact date was set for the foregoing proposed extension, but it was presumably hoped that arrangements might be completed in time to have the extensions take effect as of Jan. 1, 1949. Mr. Metcalf urged librarians to maintain their subject commitments without change, if possible, as the Farmington plan is extended to additional countries.

The present system of billing books through the New York Public Library, though it must obviously go beyond the six months originally contemplated, is still to be regarded as temporary. As soon as arrangements can be completed for our Farmington dealers to classify the books abroad and ship directly to receiving libraries, billing will also be direct to the said libraries.

The thanks of the association were voted

to the New York Public Library for its fine achievement in keeping the handling costs of Farmington books so low.

#### *Acceptance of Books Confiscated from German Libraries*

The director of libraries, University of Pennsylvania, stated that he had received under the Library of Congress cooperative acquisitions program a number of books bearing the mark of ownership of certain German libraries. He had found himself unwilling to add these volumes to the University of Pennsylvania collections because it had seemed to him wrong in principle for these books to be seized and brought to this country. Therefore, acting in his capacity as executive secretary of A.R.L., he had appointed a Committee on Confiscated German Books, consisting of Julian P. Boyd, chairman, Ralph E. Ellsworth, and Keyes D. Metcalf.

In the short time at its disposal Mr. Boyd's committee had not been able to reach complete agreement. The brief preliminary statement which Mr. Boyd submitted led to a very animated but indecisive discussion at the end of which the matter was referred back to the committee for further consideration and report at a later meeting.

#### *Joint Committee on Documentation*

Stephen A. McCarthy, the A.R.L. representative on this committee, and chairman, reported that after an extensive investigation the committee had reached the conclusion that there was no active demand that would justify the organization of a bibliographical research service through libraries such as had been proposed, and therefore it was recommended that the proposal be laid aside until such time as a more active demand should appear. The recommendation was accepted and Mr. McCarthy was authorized to withdraw from the committee and let it disband.

#### *Photographic Reproduction of Wartime Periodicals*

Charles H. Brown, chairman of the committee on the above, reported that the distribution of periodicals from the Library of Congress mission and from dealers in Leipzig would be completed this summer; that Edwards Brothers of Ann Arbor planned to complete this summer the reproduction of the

remaining volumes for the war years of the serials which they had started to reproduce; and that in the autumn it was hoped that reproduction could be started of such other serials of Axis and Axis-occupied countries as are listed in the *Union List* as having twenty or more subscribers (about 450 in number).

Mr. Brown further reported that practically all member libraries had expressed a wish to receive lists of duplicates available at member libraries and that, with two or three exceptions all member libraries had such duplicates for exchange. He undertook to make the lists available as promptly as possible to members.

#### *Oriental Institutes*

Charles H. Brown, chairman of the A.L.A. Committee on the Orient and South Pacific, reported that the whole matter of libraries in the Orient and of oriental collections in this country (usually in connection with oriental institutes attached to one or another of our universities) was of such consequence and presented such problems that it had been proposed that an informal committee be set up to deal with it—perhaps to be called National Committee on Oriental Collections in the United States and Abroad. It was proposed to hold a meeting on the subject at Atlantic City on June 14, and an invitation was extended to all A.R.L. members who were interested to attend.

Warner G. Rice referred to the difficulty and the cost of cataloging oriental materials and expressed the hope that some scheme of centralized cataloging of such materials on a fee basis might be worked out. He indicated that the University of Michigan Library might soon be willing to make the experiment of cataloging Japanese materials for other libraries on such a plan.

#### *Pricing of the Index of Canadian Periodicals*

The Executive Secretary reported that owing to the concerted action which had been taken by the association, the plan to market the *Index of Canadian Periodicals* on a service basis was almost certainly being given up, though a foreign price might be established for the publication which would be somewhat higher than the domestic.

#### *Documents Expediter*

Homer Halvorson, chairman of the Joint Committee on Government Publications, reported that the project of maintaining a documents expediter in Washington was now drawing to the close of its second year. He stated that as of Apr. 1, 1948, 1,400,000 pieces had been distributed and the number of participating libraries had grown to 63, and he strongly urged that the project be continued. Some doubt was expressed as to its usefulness but it was warmly defended, particularly by the Library of Congress. There was discussion of the financing of the project and the view was expressed that some better system might be devised. It was accordingly voted that the project be continued but that the committee investigate the financial basis on which it is now operated with a view to improvement, if possible, and that it report to the midwinter meeting of the association.

#### *Library Statistics*

Guy R. Lyle, chairman of the Committee on Statistics, stated that his committee had reached a preliminary conclusion that if it should recommend some new method of counting holdings (say by bibliographical unit), this would imply a necessity for libraries to recount their existing holdings, and he felt that many would be unwilling to undertake the labor of doing so except upon some simplified approximate systems such as measuring the number of linear feet of shelved material and multiplying by some agreed number. He, therefore, raised a question as to whether members would approve in principle some such system. In the discussion that followed, opinion appeared to be divided; but it was voted to authorize the committee to devise and recommend some simplified method of recounting book stocks and to report back to a later meeting.

#### *Committee on Microfilming Cooperation*

Mr. Tate, chairman, reported that a center of information on long-run microfilming projects, as previously contemplated, had been established at the Library of Congress, and that a "Preliminary Draft of Standards for the Microphotographic Reproduction of Newspapers" had been prepared for the committee by Herman H. Fussler and Cabot T.

Stein. However, the list of newspapers available on microfilm which he had hoped to have issued by A.R.L. by the time of the present meeting had been delayed by the absence of Mr. Schwegmann from the Library of Congress on a mission to Europe. There might be a short further delay but Mr. Tate was very hopeful that the list could be got out in the near future. It will run to perhaps 300 mimeographed pages.

#### *Third Edition of the Union List of Serials*

The executive secretary presented on behalf of Andrew D. Osborn, A.R.L. representative on the Joint Committee on the *Union List of Serials*, a brief report in which it was stated that on account of the problem of costs the joint committee had agreed to plan for a third edition of the *Union List*, not immediately, but in from seven to ten years time. Meanwhile, the chairman of the joint committee had been authorized to seek foundation and business support, especially in the form of endowment. Should an adequate endowment be secured, a permanent editorial office would be set up. The joint committee has also agreed that it is ready to take over the work of the A.L.A. committee which was concerned with a new supplement to the union list, though it was decided that this supplement also is not to be pushed in the immediate future.

#### *Anonymous and Pseudonymous Cards in the Supplement to the Library of Congress Catalog of Printed Cards*

Frederick H. Wagman, director, Processing Department, Library of Congress, reported that approval had been given by the Library of Congress of the inclusion of anonymous and pseudonymous cards in the Supplement to the *Catalog of Books Represented by Library of Congress Printed Cards*.

#### *Committee on Research Libraries and the Library of Congress*

The executive secretary reported that the Librarian of Congress had referred to the association for consideration a number of important problems which concern both the Library of Congress and the other research libraries of the country. A preliminary list of such problems is as follows: (1) the bases

on which the Library of Congress would make full sets of printed cards available without charge to United States libraries, (2) the problem of federal subsidy to selected libraries giving extensive service to federal field offices and the allied problem of regional federal libraries, (3) cooperative cataloging arrangements, (4) the problem of including catalog cards, other than Library of Congress printed cards, in the *Cumulative Catalog*, (5) interchange of personnel on a swapping basis for periods of a year or so between the Library of Congress and other libraries; and (6) the role of the Library of Congress as an informational clearing house in relation to matters not now covered.

To deal with these and similar problems a committee on research libraries and the Library of Congress has been appointed with the following membership: Donald Coney, Keyes D. Metcalf, Charles W. David, chairman, and the Librarian of Congress has designated Frederick H. Wagman to be adviser to the committee. In order to get much of its preliminary work done promptly the committee has assigned to each of the above mentioned problems a subcommittee of one, but there has not yet been time for reports to be received and decisive progress to be made, but it is hoped that matters of real significance can be reported to the next meeting of the association.

#### *United States Book Exchange, Inc.*

It was reported that the advisory committee has authorized acceptance of membership in the United States Book Exchange, Inc., which is being set up as a successor agency to the American Book Center for War-Devastated Libraries, Inc. The new agency has already been incorporated in the District of Columbia under a temporary board of directors and temporary by-laws. The organization is to be completed at a meeting to be held at the Library of Congress on June 24. Mr. Clapp expressed optimism concerning the future of the new organization.

#### *Exchanges with Russia*

The executive secretary reported the receipt, through the courtesy of the University of Michigan Library, of a copy of a letter from Melville J. Ruggles, cultural attaché

(Continued on page 354)

By N. ORWIN RUSH

## Annual Report of the Executive Secretary of A.C.R.L., 1947-48<sup>1</sup>

IT is difficult to know just what to include in this report—since at various times during the year different groups have heard me give the current activities of the office, and also the year's program is one with which you are familiar as you have contributed so much to its fulfillment. I trust there will not be too much repetition for some of you—but perhaps the very nature of an annual report makes some reiteration inevitable.

As you all know, with the creation of the office of Executive Secretary there have been many opinions as to its function. It was my aim, first, to try to discover the desires of the membership for the activities of the new office. The Brown report and the statements of the Committee on Policy offered direction. The board of directors have given guidance, some groups have met with the executive secretary for the specific purpose of discussing the path to take this first year, and I have made it a point to talk with as many A.C.R.L. members as possible. (Conferences and speaking engagements have given me the opportunity to talk with many librarians across the country.)

With this effort at clarification of the task set before me I have proceeded. And now I shall try to report to you what has transpired since April 1947.

Perhaps I might start with "field work"—so called. Hoping to strengthen our organization I have participated in the following library conferences: New England Regional Library Association, Illinois, Indiana, Ohio, Texas, and Louisiana State Associations. In all cases I spoke to and entered into a discussion period with the college, university, and reference section, and in two instances spoke before the general session as well. I made it a point to visit as many libraries to and

<sup>1</sup> Presented at meeting of A.C.R.L., Atlantic City, N.J., June 18, 1948.

from the meetings as possible, and in addition have made some trips with the express purpose of visiting libraries to acquaint myself better with their activities, problems, and needs. All in all I visited 54 libraries in 15 different states.

I also attended such library meetings as the Conference of Eastern College Librarians, the Special Libraries Association meeting, the Conference on Educational Training of Librarians held at Atlanta, the meeting on Cooperation of Southern Libraries held at the University of Florida, the building meeting held at the University of Nebraska, and the dedication of the University of Nebraska building.

At the Southeastern Conference on Library Training in Atlanta I acted somewhat as a consultant. It was a unique and highly successful conference with public, school, and college librarians meeting around the conference table, and in the end pretty much agreeing as to what constituted a core curriculum for librarianship.

The Florida conference on regional library planning was a stimulating one. It was encouraging to see the librarians of that section playing an important part in the regional planning in higher education in the South—and it was most beneficial to me to get better acquainted with some of their problems.

As you know, more and more libraries are adopting the divisional plan of organization, so it was particularly helpful to attend the meeting at the University of Nebraska, to see their library in full-scale operation, and to discuss informally with those present.

### *Contacts with Educators and Educational Associations*

Believing that a great deal is to be gained by establishing and maintaining cordial relations with, and presenting the library point of

view to educators and educational associations in the field of higher education, I have carried on the following activities. Soon after my arrival in Chicago, letters were written to the presidents or secretaries of six leading national educational associations expressing A.C.R.L.'s desire to associate more closely with them on problems of mutual interest. They all expressed interest in working and cooperating with us, and the American Association of Junior Colleges made an immediate request that the executive office work with their special library committee in preparing a junior college list of instructional materials. I have met with members of the committee on two special occasions.

I attended the Conference on Foreign Student Advisers sponsored by the Institute of International Education, the N.E.A.'s conference on higher education, the UNESCO conference held in Philadelphia last spring, and was one of A.C.R.L.'s delegates to the Chicago meeting of the American Council on Education. I acted as representative of the association at the inaugurations of President Stoddard of the University of Illinois, of President Johnson of Fisk, and of President Miller of the University of Florida. These meetings provided an opportunity to talk with a number of leading educators and to take part in a number of discussions presenting the library's point of view. I was particularly pleased with the contacts made at the meetings of the N.E.A. and the American Council on Education.

There have been a few direct contacts with certain faculty groups. I spoke before the Kent State faculty and library staff on "What the Faculty May Expect of the Library and What the Library May Expect of the Faculty," before the faculty and student body at Friends University and at Bethel College, and before the library club of Northwestern State College, Natchitoches, La., consisting of library staff, library science students, and a few faculty. At the invitation of Wheaton College in Illinois an afternoon was spent on their campus discussing their particular library problems with the president, faculty library committee, and the library staff.

#### *Focal Point for Information*

Special attention has been given to making

the office a focal point for information.

We have attempted to assemble various documents concerning the administration of college, university, and reference libraries and make them available for consultation. Requests have gone out to librarians for annual reports, statistics, information on special collections, special studies in progress, copies of bibliographies, rules and rates of microfilm and photostat services, plans of buildings, etc. Each member of the A.C.R.L. received our specific request for such material through the "Newsletter"—then a general request was made in one issue of *College and Research Libraries*. Much material is coming in.

A letter was sent out to 100 of the larger libraries asking if they would submit copies of any studies they may have made on phases of their work. Several reports have come in, some of which existed only in typewritten form. Some of these were listed in the "Newsletter," and we have received a number of loan requests.

We trust that we have given practical assistance to those writing to this office for information. We have had many requests for information on many subjects—from where can one buy a Cutter table, to how one may go about obtaining money from one of the foundations. In some instances we were able to supply the information needed, and in other cases we referred the question to experts in the field. The latter was usually done when information was wanted on a subject for which we have a special committee. It might be of interest to note that building information and standards received more requests than any other subjects.

#### *Office Visitors*

In addition to the number of requests by mail a good many people have visited the office in person. The range has been wide: a congressman and the Librarian of Congress from Argentina; the librarian from the University of the Philippines; a librarian soon to go to Cuba to become librarian of a college there; an architect commissioned to build a library; representatives of a university press interested in publishing certain bibliographies; a dean of a university looking for a librarian; just to mention a few—and, of course, all the usual number of librarians who come in to a

central office for the general and varied reasons which you can imagine.

#### *Work with Committees and Sections*

The general desire of the membership seemed to be for the association to work chiefly through committees with an executive office to stimulate and coordinate the work of the committees. In an effort to carry out this idea, I have written many letters as well as made personal contacts to keep in touch with the committees and with the various sections. The office has offered to serve as a depository for the correspondence files of the committees. A number of suggestions coming in from the membership and some that I picked up have been passed on to some of the committees. This office has assisted in getting information regarding some of the committees' activities printed in the professional journals—such as the Membership Committee's page in the *A.L.A. Bulletin* and notices of the Building Committee's clinic.

Some clerical work for the committees has had its source in our office. Mrs. Lillian Shepherd, my secretary, has had charge of a number of mailings. A letter was sent out to the college, university, and research libraries in the United States and Canada for the Publications Committee. Two mailings have gone out to the institutional members for the Recruiting Committee. A letter was sent to all members of the College Libraries Section and to institutions building or planning new buildings for the Building Committee. Also we prepared for this committee a list of institutions which are building or planning new buildings. A mailing went to 900 public libraries for the committee on increasing the subscriptions to *College and Research Libraries*. A mailing for the Membership Committee went to some 2200 college, university, and reference librarians who were members of A.L.A. but had not designated A.C.R.L. as their choice of division. A geographical list of the membership was prepared for this committee. A list of some 700 new members was made for the editor of *College and Research Libraries*. Typed lists have been made of the section members for all sections—with two supplementary lists as new members joined.

We would have liked to make all the lists

and do all the addressing that has been requested by the various sections and committees, but have been unable to do so because of the cumbersome record-keeping system at Headquarters which provides for reproduction of our lists only by typing. We believe that we will be able to fulfill nearly all such requests for lists, etc., if the proposed plan of mechanizing A.L.A. clerical-record-keeping routines is adopted, or if we have addressograph plates prepared. We look hopefully to a future in which we will be able to do considerably more of this clerical work for our sections and committees and will devote less time to it. In the work this year in two instances we were able to take advantage of the A.L.A. Publishing Department addressograph plates, and on three occasions we were able to bring in outside help paid for by the committees.

#### *Personnel*

In line with emphasis on personnel in President Carlson's plan for the year, I have attempted to make as many individual contacts as possible. There have been many requests for aid in helping fill various positions. Although the office is not attempting to run a placement bureau, it may be possible to use my knowledge of people and their abilities as I get acquainted with them to help place the right person in the right job when there are requests. I worked very closely with the A.L.A. Placement Office. In one instance, I had the opportunity to assist in the solution of a specific problem regarding professional training for librarianship. We received a letter from a college administrator saying that his institution was looking for a librarian, and his faculty library committee were pretty well divided on the question of a professionally trained person *versus* a teacher. I was able to talk with the members of the committee and at their request also recommended some professional reading on the subject.

One thing I have attempted to build up which is paying off is a record of leaders and potential leaders in the college, university, and reference library field. This record has been used in filling many requests for competent persons to make library surveys, librarians to advise on recataloging and other aspects of technical and readers' services, committee work, etc.

### *Research and Publications*

It has been indicated that in the field of research and publications the task of the executive secretary should be to encourage, suggest, and stimulate. I have endeavored to become better acquainted with the problems and needs in general, and at the suggestion of the board of directors am compiling a list of research studies now under way at the various library schools. Throughout the year I have made an effort to discover individuals with particular fields of interest and encourage their continued activity with a view to publication. It has been possible to talk with several persons on different subjects, and I know that in at least a few cases some specific results have been achieved. I am in a position to learn about a good many news items which I

pass on to *College and Research Libraries* as well as other professional journals, and I have assisted A. L. Remley in securing advertising. A "Newsletter" to all the members went out in December.

### *A.L.A. Relationships*

Perhaps before closing I should say a word or two about relationships with A.L.A. I have found everyone at Headquarters most cordial and cooperative. It is understood that I am responsible directly to my board of directors. I meet with the heads of the departments at their weekly meetings, at which times there is the specific opportunity to present the needs and interests of A.C.R.L., and at all times there is a free exchange of ideas, advice, and counsel.

## Digest of Minutes

(Continued from page 350)

at the American Embassy in Moscow, which indicated that endeavors by the embassy to facilitate exchanges between American and Russian institutions by acting as intermediary had been terminated by the Soviet decree prohibiting direct communication between officials of Soviet institutions and representatives of foreign governments in the Soviet Union and specifying that such communications must be channeled through the Ministry of Foreign Affairs. Mr. Ruggles expressed the view that it would be unwise for American institutions to continue sending publications on exchange or to enter upon a barter arrangement without concrete evidence of reciprocity.

### *Cumulative Book Index*

Lawrence Heyl of the Princeton Library reported that the H. W. Wilson Company proposed to discontinue the present full coverage of books in English in the *Cumulative Book Index* and that it was to become a cata-

log of books printed in this country only. This change was being made, following one of the Wilson questionnaires, in the interest of keeping the *Index* at its present price instead of keeping the present coverage and raising the price 25 to 30 per cent. Mr. Heyl felt that this was a great mistake—that the *Index* in its present form would save libraries in labor far more than they would suffer through the increased cost—and he therefore urged the association to take a stand against the proposed reduced coverage. After a brief discussion it was voted unanimously that the association urge the Wilson Company to continue the *C.B.I.* in its present form.

### *Date of the Next Meeting*

After a brief discussion it was voted to hold the next meeting in Chicago at the time of the A.L.A. Midwinter Conference.

CHARLES W. DAVID  
Executive Secretary

# Personnel

THE retirement of Professor Ernest J. Reece of the Columbia University School of Library Service brings regret to the hundreds of library school students who have profited by his friendly counsel in the three schools in which he had been connected. Probably no other person has had so great a part in fitting for service so many of the librarians in active service today.

Professor Reece was born in Cleveland, graduated from Western Reserve University, and was a member of the first class of the Western Reserve University Library School. After a year as reference assistant in the Cleveland Public Library, he spent two years in the Graduate School of Theology in Oberlin and three years as librarian of the Punahoa school in Hawaii.

In 1912 he joined the faculty of the University of Illinois Library School where he was instructor from 1912-15 and associate professor from 1915-17. In 1917 Edwin H. Anderson, who was always so successful in building his staff, brought him to New York to be principal of the library school of the New York Public Library, and he carried on ably the work that had been started by Mary Plummer.

In 1926 the Columbia University School of Library Service was established by merging the New York State Library School at Albany and the New York Public Library Library School. Fortunately, Dr. Williamson was able to persuade Professor Reece to join the faculty of the new school as associate professor of library administration, 1926-35, professor of library service, 1935-38, Melvil Dewey professor of library service, 1938-48. He also served as associate dean, 1944-47.

His teaching courses have been mostly in the master's level—education for librarianship, professional problems in libraries, and library building as aspects of library administration. He had much to do with the development of library school training. His two books, *The Curriculum in Library Schools* in 1936 and *Program for Library Schools* in 1943 have been important contributions in his field.

Professor Reece has always been active in the American Library Association and other library organizations. He held innumerable positions on important boards and committees. For two years he was managing editor of *College and Research Libraries*. But perhaps his greatest contribution was his friendly counsel to innumerable students and librarians during more than thirty-five years. His sincerity and unimpeachable honesty, together with his soundness of judgment and genuine interest in every library problem, have made it possible for him to make a most unusual contribution. It is to be hoped that his freedom from teaching will give him an opportunity to continue writing along the lines of his greatest interest, education for librarianship.—Paul North Rice.

DR. HERMAN H. FUSSLER, the new director of the University of Chicago Library, is well known among American librarians for his work in photographic reproduction. As



Herman H. Fussler

associate editor of the *Journal of Documentary Reproduction* (1938-42), as writer of numerous articles in the *Library Journal* and

other professional periodicals, and as author of *Photographic Reproduction for Libraries* (University of Chicago Press, 1942), he has made notable contributions to the literature of the field. Many of his observations were directly obtained from his experimental and practical work as head of the library department of photographic reproduction at the University of Chicago, 1936-46.

But Dr. Fussler's versatility and competence in other aspects of librarianship have not been as well known. A graduate of the University of North Carolina and of its library school, the holder of master's and doctoral degrees from the Graduate Library School of the University of Chicago, Dr. Fussler has had experience in a number of important library posts. Until he took over his position in the department of photographic reproduction at Chicago, he served for a short period as an assistant in the science and technology division of the New York Public Library. From 1941 to 1946 he was science librarian of the University of Chicago Library. For the year 1946-47 he was assistant director, and during the past year he served as associate director. From 1941 to 1943 he was an instructor in the Graduate Library School, and assistant professor for the period 1944-48. His appointment as director of the library carries with it a full professorship.

During the war, 1942 through 1945, Dr. Fussler was assistant director of the information division, and librarian, Metallurgical Project (Atomic Energy). At various times he was consultant to the Manhattan District on problems relating to the handling of scientific information.

He has been called upon to serve as representative of American groups at important foreign meetings. He was head of the demonstration of microphotography at the Paris International Exposition, 1937; delegate to the World Documentation Congress, Paris, 1937; and delegate to the Fourteenth International Conference on Documentation, Oxford and London, 1938. In the United States, he has been a consultant on problems relating to the photographic reproduction of scholarly materials at the University of Illinois, Louisiana State University, and the University of California; and on problems relating to library buildings at Stanford University and

other institutions. He is the editor of the recent A.L.A. publication, *Library Buildings for Library Service*.

In addition to this background of training and experience, Dr. Fussler brings to his new post an understanding of the complex problems of a great research library, a reservoir of drive and initiative, and a pleasant personality necessary for administrative success.—*M.F.T.*

DR. LAWRENCE S. THOMPSON, for the past two years librarian at Western Michigan College, has been appointed director of libraries at the University of Kentucky. He assumed his new responsibilities September 1.



*Lawrence S. Thompson*

Dr. Thompson has had an interesting career. Born in 1916 in Raleigh, N.C., he received his A.B. degree from the University of North Carolina in 1935. During his senior year he was president of Phi Beta Kappa. His interest in Germanic languages and literature continued, and he completed the M.A. degree at the University of Chicago in 1935. Transferring again to the University of North Carolina, he was awarded the Ph.D. degree in 1938, at which time he was only 21 years old. His training in library science was at the University of Michigan where he received the A.B.L.S. in 1940.

Thompson's first library experience was

that of assistant to the librarian at Iowa State College, 1940-42. He became a special agent with the F.B.I. and served in this capacity in New York, Washington, and Latin America during the period 1942-45. He was acting-in-charge of the acquisitions department of the U.S. Department of Agriculture, 1945-46. He was appointed chief of the Bibliographical Section of the Office of Technical Services in Washington and held that position from March to August 1946, at which time he was appointed librarian at Western Michigan College.

Dr. Thompson has many interests. He has carried his bibliographical curiosity beyond the confines of the U.S. He remains in constant touch with librarians and bibliographical problems of Continental Europe and Latin America.

Thompson has been very active in publications both in the field of librarianship and Germanics. His publications and book reviews already amount to approximately 300 items.

Although of scholarly temperament, Dr. Thompson has a good sense of humor and interest in current problems. The University of Kentucky will soon appreciate the variety of qualifications and talents which he possesses and he in turn should build at Lexington one of the best university libraries in the South.—*Clyde H. Cantrell.*

**I**N SELECTING a new librarian, the University of Oregon has reached far from the West Coast. Carl W. Hintz, who assumed this new position on Sept. 1, 1948, was most recently librarian in Chicago at the Natural History Museum, a position which he held from 1946 through 1948. Prior to this he had been on the East Coast as director of libraries at the University of Maryland for nine years, covering the period from 1937 to 1946. Continuing the geographical note, it should be mentioned here that Oregon's new librarian came to the United States from England in 1924.

Mr. Hintz's early education was pursued in England and Germany before embarking for this country. After completing his high school education in the United States, he obtained his A.B. degree from DePauw University in 1932. Immediately thereafter, he began his



*Carl W. Hintz*

professional training at the University of Michigan where he received an A.B.L.S. in 1933 and an A.M.L.S. in 1935. His studious proclivities are indicated by his advanced work in the Graduate Library School at the University of Chicago in the summers of 1937 and 1945, and in his continuous part-time work since 1946. He now hopes that the final Ph.D. requirement, the thesis, will be completed by January 1949.

The pattern of Mr. Hintz's professional experience and development has been a definitely progressive one. Starting as a student assistant at DePauw, he continued in a similar position at the University of Michigan. Upon completion of his first library degree, he returned to DePauw as head of the circulation department, and after two years became assistant librarian of that school. Following two years of this administrative work, the University of Maryland appointed him as director of libraries. It was while in this position that he began to become widely known in academic circles as a librarian with authoritative knowledge in various subject fields, particularly the natural sciences. It is interesting to note that this competence is the basis for his almost completed Ph.D. dissertation. His contributions to library literature have appeared in various library and museum publications.

Closely related to his scholarly interests is

his extensive and successful teaching experience. For four summer sessions and three school years he instructed in the library school at Catholic University, and during 1947 and 1948 he has been teaching in the Graduate Library School in Chicago.

At a time when the library profession needs strong representatives of international interests, it is encouraging to find that Mr. Hintz is continuing and developing his interests in this field.—*Foster E. Mohrhardt*.

**M**ARION A. MILCZEWSKI has been appointed assistant librarian of the University of California Library, Berkeley. Mr. Milczewski will take over his new position on Jan. 1, 1949, and will supervise most of the library departments formerly reporting to John



*Marion A. Milczewski*

Mackenzie Cory, associate librarian, who left in September to become Executive Secretary of the A.L.A.

Mr. Milczewski is at present director of the Southeastern States Cooperative Library Survey, the object of which is to develop a comprehensive program for the improvement of library service throughout the seven states lying within the T.V.A. area, plus Florida and South Carolina.

Born in Saginaw, Mich., in 1912, Mr. Milczewski is a graduate of the University of Michigan, and received a bachelor's and a

master's degree in library science from the University of Illinois in 1938 and 1940. In 1938-39 he was a library interne in the Wilson Dam Library of the T.V.A., and the following year became assistant to Carl H. Milam, at A.L.A. Headquarters. In 1942 he went to Washington, D.C., as the executive assistant on A.L.A.'s Books for Latin America Project. He remained in Washington, serving first as assistant to the director of A.L.A.'s International Relations Office, then as acting director and director, until his appointment to the Southeastern States Cooperative Library Survey in April 1947.—*Douglas W. Bryant*.

**K**ATHARINE M. STOKES was appointed librarian of Western Michigan College of Education, effective September 1, to succeed Dr. Lawrence S. Thompson.

Since September 1945, she has been circulation librarian and assistant professor of library



*Katharine M. Stokes*

science at the University of Illinois. In this position she reorganized the circulation department completely, made a clear separation between professional and clerical duties, installed the McBee Keysort card system, and added an annunciator of one hundred numbers to circulation desk equipment.

Miss Stokes has been active in local, state, and national library associations during her

stay in Illinois. At the time of her new appointment she was editor of the Illinois Library Association *Record* and is currently serving as a member of the A.L.A. Committee on Annuities and Pensions. One of her most significant professional contributions has been made in adapting Keysort punched cards to various circulation situations. Her experience with and knowledge of this device have established her as an authority in the field, with a number of oral presentations and published papers in her name.

Her training includes undergraduate work at Simmons College and a master's degree in library science from the University of Michigan. In the summer of 1948 she began work on the new D.L.S. program at Illinois.

She began her professional career at the Bryn Mawr Public Library, serving subsequently on the library staffs of the Harrisburg, Pa., Public Library, Swarthmore College, and Pennsylvania State College. She left the last named institution as assistant librarian to go to Illinois.

Katherine (Kitty) Stokes thus brings to the position at Kalamazoo good training, a rich background of varied experience, initiative, rare enthusiasm, and a gift for making and keeping friends. Such a combination of attributes promises well for success in her new position.—*Lewis C. Branscomb.*

ON Sept. 15, 1948, Donald Everett Strout assumed the duties of the position, director of libraries and assistant director of the library school at the University of Denver. Dr. Strout brings to this important post peculiarly fitting qualifications. After receiving the Ph.D. degree from the University of Illinois in the field of classics; Dr. Strout taught Latin, German, and Greek for six years following which he received the A.B. in L.S. degree from the University of Michigan in 1940. There followed two years of experience at the University of Missouri Library after which he became head of the documents department at Indiana University Library, where he served until January 1944. From that day to the present he has been successively assistant professor and associate professor in the Division of Library Instruction, University of Minnesota.

Dr. Strout's four and one half years at the

University of Minnesota have won for him the admiration and respect of students, colleagues and associates. While his major fields of teaching have been reference and administration, he has served as adviser and confidante to students in all areas of library study. Students have respected him for his understanding, benefited from his experience, and enjoyed his genial, friendly nature.



*Donald Everett Strout*

Dr. Strout's abilities were quickly recognized by his colleagues with the result that in 1947 he was elected president of the Minnesota Library Association. This important honor came both because of his enthusiasm for and interest in all sorts of library problems as well as because of his genial friendly nature which has made him liked and respected by people from all walks of life. He has given himself without reserve to affairs of the Minnesota Library Association, activities of the Association of American Library Schools, not to mention his work in the Division of Library Instruction, and his special contributions toward the social and personal welfare of his students.

Dr. Strout brings to his new Denver post exceptionally broad knowledge of library problems, but perhaps his greatest asset will be those personal qualities which bring people associated with him to regard him as a friend as well as a leader.—*E. W. McDiarmid.*

## Appointments

Dr. Raynard C. Swank, librarian of the University of Oregon, became director of the Stanford University Libraries on September 1. A statement concerning Dr. Swank appeared in the July 1946, number of *C. & R.L.* In 1947 with Louis R. Wilson, he surveyed the Stanford University Libraries.

Dr. Vernon D. Tate, librarian of the Massachusetts Institute of Technology since 1947, has been appointed director of the institute's libraries. In his new post he succeeds Professor John E. Burchard whose appointment as dean of humanities at M.I.T. was announced recently.

Dr. Howard Crosby Rice, Jr., for the last two years head of the United States Information Library in Paris, France, has been appointed to the directorship of the newly-created department of special collections in the Princeton University Library.

Dr. Allen T. Hazen, director of the University of Chicago Library, has become professor of English in the School of Library Service, Columbia University, effective September 1.

Ray L. Trautman, wartime organizer and director of the Army Library Service, has been appointed professor in the School of Library Service, Columbia University. Mr. Trautman has been recently vice president and general manager of *Omnibook* magazine.

Dr. Harriet D. MacPherson, who has been librarian at Smith College since 1943, joined the faculty of Drexel Institute of Technology, Philadelphia, as professor of library science in September.

Dr. Edward G. Hartmann has been appointed director of libraries and assistant professor of history at Suffolk University in Boston.

Dr. William M. Randall, who has been director of the University of Georgia Libraries, has been appointed academic dean at the U. S. Merchant Marine Academy, King's Point, N.Y.

Florence King, for the past four years librarian of the William Howard Doane Library at Denison University, Granville, Ohio, has resigned to become librarian at Wellesley College, Wellesley, Mass. Her successor at Denison University is Lois E. Engleman, who has been librarian of Western

College, Oxford, Ohio, for the past year.

William Leibowitz, formerly on the library staff of New York University, was appointed librarian of the newly-created Brandeis University at Waltham, Mass., where he has been organizing the library for the university's opening in the fall.

Tilton M. Barron is now librarian of Ursinus College, Collegeville, Pa. Mr. Barron has been on the staff of the City College Library in New York while completing work for his M.S. degree at the School of Library Service, Columbia University.

Benjamin B. Richards has been appointed librarian of the Knox College Library. He has been acting librarian since March 1946.

Brooks Jenkins, formerly on the staff of the Vermont Free Public Library Commission, became librarian of Vermont Junior College at Montpelier in September.

Dr. Robert H. Deily, who has been head of the department of library science of the University of Kentucky since 1946, resigned to go to the New York State Library, Albany, as chief of the processing division in September.

Rice Estes, assistant professor of the Pratt Institute Library School, Brooklyn, has accepted the position of assistant librarian in charge of public services at the University of Southern California, Los Angeles.

Mary D. Herrick, who for the past academic year has been assistant professor, Pratt Institute Library School, and taught in the 1948 summer session of the School of Library Service, Columbia University, assumed duties as assistant librarian of Boston University on September 1.

Robert Vosper has been appointed to the newly-created post of assistant librarian of the University of California at Los Angeles. He joined the library staff of U.C.L.A. in 1944 as head of the acquisitions department. Succeeding him in that position is Helen F. Shumaker, who has been a member of the acquisitions department for the past two years.

John MacEachern, formerly on the cataloging staff of the Columbia University Libraries, is now head cataloger of St. Lawrence University at Canton, N.Y.

Mary Elizabeth Scott left the cataloging staff of the Indiana University Library at Bloomington to become head cataloger of

Eastern Illinois State College Library in Charleston.

Paul von Khrum has been appointed acquisition librarian of the Chicago Undergraduate Division of the University of Illinois.

Darthula Wilcox, formerly branch librarian in the Montclair, N.J., Public Library, is now librarian of the Columbia University School of Library Service.

John Sheldon has been appointed recataloger at the Knox College Library. Formerly, he was assistant librarian at Westminster College, Fulton, Mo.

Alice E. Phelps, of the Cleveland Public Library, became head cataloger of the Oklahoma A. & M. College on September 15.

Willard O. Youngs, formerly reference li-

brarian at Stanford University, has become head of the general reference department, Seattle, Wash., Public Library.

Ruth M. Erlandson, chief reference librarian at the Brooklyn College Library, has been granted a King Gustav V fellowship by the American-Scandinavian Foundation for study in Sweden during the academic year 1948-49. She will do independent research at the University of Upsala on educational and informational services in Sweden.

Lucy E. Fay, associate professor emeritus of the School of Library Service, Columbia University, and formerly acting librarian of Temple University, was awarded the degree of Doctor of Letters at Russell Sage College on May 30.

## Retirement

Willis H. Kerr, professor of bibliography and librarian at Claremont College, became librarian emeritus and bibliographical consultant on July 1. Mr. Kerr has played a prominent part in building up the libraries of the Associated Colleges, consisting of Pomona College, Scripps College, Claremont Men's College, and Claremont College. The collections of these libraries now total over

225,000 volumes. Mr. Kerr has also been active in A.C.R.L.

Dr. David W. Davies, who has been librarian at Pomona College and associate librarian at Claremont College, succeeds Mr. Kerr. Dr. Davies is librarian at Claremont and director of the joint library activities of the four colleges, as well as continuing as head of the Pomona College library.

## The Position-Classification Plan

(Continued from page 346)

tion-classification plan exists. Pressure for special pay or pay increases on the part of certain individuals or groups confuses the salary policy of a library without a pay plan based on a position-classification plan. This tends to allow salaries to quickly approach their maximums. During periods of increasing cost of living, for example, high rate salary increases in the lower pay brackets result in a serious squeeze toward the maximum salaries.

Librarians have long been considered specialists in the systematic arrangement of materials. They know the value of system, although they have been slow to apply it to personnel management. The advantages of a classification plan of university library positions suggest that it is desirable for an efficient personnel policy. It needs only to be kept in mind that this is a classification of positions, and not of librarians holding those jobs.

## News from

### *Acquisitions, Gifts, Collections*

The Clementine Library of the Catholic University of America is described in the

April 1948 issue of the John K. Mullen Library occasional publication titled, "So Now You Know." Originally the private collection of Pope Clement XI, who reigned from 1700 to 1721, its 8000 volumes were acquired by Catholic University a decade ago from the Albani family, of which Pope Clement was a member. This almost priceless collection is believed to be one of the few Papal libraries to be found outside the Vatican. Apparently most of the volumes were presentation copies to the Pope and according to custom many were bound in white vellum. Scholars interested in the seventeenth and eighteenth centuries find the collection a rich field for research. Works on theology, philosophy, liturgy, and history predominate, but there are other notable items on biography, art, and the Greek and Roman classics. The original edition of the acts of the Leipsic society and a copy of the rare Antwerp edition of the *Acta Sanctorum* are represented. The collection contains a notable section on canon law as well as a representative group of grammars and dictionaries in the more unusual languages of the Near East. During the years of Pope Clement's reign, Europe was in the midst of political and religious turmoil and a large number of the books concerned with theology and philosophy relate to the Jansenist heresy. During the Jansenist controversy two well-known collections on the subject were developed—one by Pope Clement in Rome and the other at Louvain. The destruction of Louvain in World War I gave the collection, now owned by Catholic University, a new importance.

The Annmary Brown Memorial in Providence, which houses art treasures and fifteenth century books from some of the earliest presses, was recently transferred to Brown University by a court order. Margaret Bingham Stillwell, widely known bibliographer and author and curator of the Annmary Brown Memorial since 1917, will remain in charge of the building. Miss Stillwell has been appointed research professor of bibli-

ography at Brown University and will aid faculty, students, and other interested persons in using the early printed books for research in Renaissance and Medieval culture.

The Library of the University of California at Los Angeles has established a memorial fund in honor of Ernest Dawson (1882-1947), well-known and highly respected collector and bookseller. Mr. Dawson exerted a great influence over readers and collectors of books for many years and brought hundreds of thousands of books to his home state of California. The memorial fund will be used to continue the efforts of Mr. Dawson in bringing to California significant books about books—bibliographies, books on printing, on bookselling, and on their reading and enjoyment. Before his death Mr. Dawson expressed the desire that eventually his private papers and correspondence be deposited in the Library of the University of California. The sponsors of the plan—members of the university community—hope that others will join in making the memorial collection a significant tribute to one of southern California's great figures. Checks should be made payable to the regents of the University of California, and addressed to the Ernest Dawson Memorial Fund, 405 Hilgard Ave., Los Angeles 24.

Northwestern University Library reports that it has been designated as one of a limited number of depositories for materials on radio by the U. S. Office of Education and the Federal Radio Education Committee in cooperation with the National Association of Broadcasters. Free publications consisting of printed and processed materials on management and regulation policies, production of radio programs, promotional literature, and related subjects will be sent to various depository libraries.

Earlier in the year the Library of Congress reported a gift of 111 titles relating to Armenian culture. This first gift of Armenian material, which will be added to in the future, contains works in Armenian and books in English about Armenia, and was the gift of the Committee for Armenian Collection of Library of Congress. The committee is composed of a group of Americans interested in Armenian culture.

## the Field

Princeton University Library recently received nearly 500 rare books and manuscripts from the private library of the late Cyrus H. McCormick, prominent industrialist. Dr. Julian P. Boyd has described the McCormick collection as "one of the most outstanding gifts ever made to the library." It contains items of general Americana and is particularly strong in books on the history of Virginia. Notable among the Virginia items is the dedication copy of Captain John Smith's *General Historie of Virginia*, published in London in 1624. The collection also contains two copies of Thomas Jefferson's privately printed *Notes on the State of Virginia* (Paris, 1782). English literature is well represented by a number of first editions. Noteworthy items in this section are Spenser's *Fairie Queen* (London, 1590-96), Shakespeare's *Poems* (London, 1640), Milton's *Paradise Lost* (London, 1667), and one of the eleven recorded copies of Robert Browning's first publication, *Pauline* (London, 1833).

It has been announced that the libraries of the University of Pittsburgh, Carnegie Institute of Technology, and the Carnegie Library of Pittsburgh have developed a cooperative program designed to avoid duplicate purchases of expensive materials and to make all of the collections available to college faculty members, graduate students, and qualified research workers of the city.

Under this new arrangement, Tech, Carnegie Library, and Pitt will exchange file cards on books purchased in specialized fields. There will also be a division of purchasing in various fields. The University of Pittsburgh will assume primary responsibility for acquiring research materials in the humanities, social studies, and biological sciences. Carnegie Tech and Carnegie Library will be responsible for materials in the physical sciences, engineering, and the fine arts. Periodical and serial publications will be listed in a union catalog which will also record material available in other educational, industrial, business, and special libraries in the area.

The Channing Pollock Library at Northeastern University was described in an earlier issue of this column. Originally devoted primarily to the drama, this memorial to the

late American dramatist is now being expanded to include works in literature, biography, and related liberal arts fields.

Dr. J. T. C. Geron of Chicago has presented to Northwestern University Library a collection of some sixty books, chiefly first editions of American and English writers. Included in the gift are early American novels by Charles F. Hoffman and J. K. Paulding. Hoffman's *Grayslaer* (1840) and Paulding's *Tales of a Good Woman* (1829) are represented. Other items are Thomas Nelson Page's *In Ole Virginia* (1887) and Margaret Deland's *Old Chester Tales* (1899). Among the books by English authors are William Combe's *Tour of Doctor Syntax* (1813) with colored illustrations by Rowlandson; J. M. Barrie's *Margaret Ogilvy* (1896); and first editions of works by Conan Doyle, Kaye-Smith, and Somerset Maugham. All of the books are reported to be in mint condition.

The University of Virginia Library has received the personal and official papers of the late Carter Glass, senator from Virginia. It is estimated that the collection contains nearly a quarter of a million items. It is rich in material relating to the creation of the Federal Reserve System and on many other aspects of state and national affairs in the first third of the twentieth century.

The Law Library at the University of Virginia has acquired a private collection of approximately 5000 volumes on industrial relations formerly the property of William Jett Lauck of Washington.

A department of library *Committees, science* has been established in *Conferences, the College of Arts and Curricula* Sciences at West Virginia University. Hitherto it has been a department in name only with the librarian acting as head of the department and with instructors drawn from the staff of the library. Florence K. Reese, Columbia, 1932, has been appointed head of the department with the title assistant professor of library science.

Robert B. Downs, director, School of Library Science, University of Illinois, and Kenneth R. Shaffer, director, School of Library

Science, Simmons College, have been named co-chairmen of a national conference on library education, according to Betty Joy Cole, chairman of the Council of National Library Associations. The conference will be sponsored by the council, and has been made possible by a recent grant of funds from the Carnegie Corporation of New York.

Scheduled for late October or early November 1948, the conference on library education will employ special techniques developed in the Princeton University Conference on International, Educational, Scientific, and Cultural Exchange, which met in November 1946, and which was reported in a volume recently published by the American Library Association. Twelve major issues confronting library education will be considered by a panel of thirty distinguished specialists, toward the end of suggesting policies, and pointing out responsibilities in an effort to stabilize the training field. A limited number of observers may also be invited to attend.

Williams College recently commemorated the twenty-fifth anniversary of its Chapin Library with a special exhibition titled "Shakespeare and His Age." The exhibition emphasized the early editions of the plays of Shakespeare, the sources from which he drew his plots, and the influences which affected the form and structure of his comedies, histories, and tragedies. Many of the books displayed were published during Shakespeare's lifetime and illustrated the social and cultural interests of the Elizabethans.

During the spring Yale University Library offered an exhibition of famous American books. The Jared Eliot Associates, a student organization affiliated with the Yale Library, arranged this exhibition of the most widely circulated American literary pieces from 1640 to the present. The books were gathered from the various collections at Yale, from students' libraries, and business and industrial groups whose vast amounts of published materials place them among the leaders in the publishing field. The exhibit consisted of a majority of the books printed in the United States since 1640 whose total sales have been equal to one per cent of the population in the decade in which they were published. Represented were James Fenimore Cooper's original copy of *The Last of the Mohicans*; several of Mark Twain's first manuscripts, and original

works of Harriet Beecher Stowe. Present also were one of the eleven existing copies of the *Bay Psalm Book*; the first edition of *The Book of Mormon*, now one of America's rarest books; the first edition of the *Life of Joseph Smith* and other books on the Mormons. Inclusion of the Boy Scout Manual; the McGuffey Reader; the Sears Roebuck Catalog; Wendell Willkie's *One World*; Douglas' *The Robe*; *See Here, Private Hargrove*; Earl Stanley Gardner's *Case of the Lucky Legs* and the "Kinsey Report" emphasized the diversity of popular taste over the years.

The late Paul Rosenfeld, graduate of Yale, author, editor, and critic was honored with a memorial exhibit at Yale recently. Among the interesting items included in the exhibit were the unpublished manuscript of a Rosenfeld novel; first editions of his published works; Jerome Melquist's *Paul Rosenfeld, Voyager in the Arts*, and manuscripts and letters of Van Wyck Brooks, Edmund Wilson, John Marin, the painter; Marianne Moore, Edna Bryner, Lewis Mumford, and others.

**Canadian Conference** The Third Annual Conference of the Canadian Library Association—Association Canadienne des Bibliothèques, was held in Ottawa at the Chateau Laurier Hotel, June 6-10. Registrations numbered 517, including delegates from every province of Canada and some from the United States. General sessions were presided over by the president, Dr. Wm. Kaye Lamb. Special guests and speakers included the Hon. Colin Gibson, Secretary of State of Canada; the Very Rev. Jean-Charles Laframboise, rector, University of Ottawa; the Hon. James H. King, Speaker of the Senate; Robert Lester, secretary, Carnegie Corporation of New York; Margaret C. Scoggin, New York Public Library; and Angus S. Macdonald of Orange, Va.

**Publications** The United States Tariff Commission has cooperated with the Bureau of Customs in the preparation of a report showing all import duties of the United States in effect as of June 15, 1948. The published document, entitled *United States Import Duties* (1948), contains a restatement in tabular form of all of

the duty provisions of the Tariff Act of 1930 with the original language and rates appropriately modified to show the current duties where they differ from those in the Tariff Act of 1930. Included also in tabular form is a list of products subject to import taxes under the Internal Revenue Code. This publication offers the only single source of information regarding the present tariff status of all products imported into the United States. Copies may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D.C., at \$2 a copy.

The Library of Congress has issued in mimeographed form the "Proceedings of the Assembly of Librarians of the Americas, May 12 to June 6, 1947." The 313-page report includes addresses presented at the general and special sessions, reports of committees and seminars, and resolutions adopted by the assembly.

Alfred H. Meyer, professor, Valparaiso University, is the author of "A Geographic Classification of Geography Material as Based upon the Dewey Classification System," in the *Anna's of the Association of American Geographers*, December 1947.

George M. Gloss, of the faculty of the University of Maryland, has prepared "Short Cuts to Finding and Organizing Research Problems in Health, Physical Education, and Recreation through the Use of Library Materials." Copies of this mimeographed publication may be obtained from the author at \$1 each, 2121 Virginia Ave., N.W., Washington, D.C.

The Bibliographical Society of the University of Virginia, c/o University of Virginia Library, Charlottesville, has issued "Norfolk Copyright Entries, 1837, 1851-53, 1856-57, 1858-59, 1864, 1866-71." The materials have been transcribed by Barbara Harris, and notes have been added by John Cook Wyllie.

The 1947 *Annual Report of the Princeton University Library* contains, in addition to the customary record of the work of the year, some general observations on the growth and practices of the library during the past two centuries and an account of the more important activities of the library during the war years. University librarians will be interested in this unusual report by Dr. Julian P. Boyd.

Rose Z. Sellers is the editor of *Clue to the*

*Resources and Services of the Brooklyn College Library*, an illustrated booklet issued recently.

ASLIB is the publisher of *Catalogue of Medical Films*, compiled by the Royal Society of Medicine and the Scientific Film Association. The price of this catalog is 7s. 6d. Copies may be obtained by writing to ASLIB, 52 Bloomsbury St., London, W.C. 1.

The Commission on European Jewish Cultural Reconstruction, affiliated with Conference on Jewish Relations, New York, has issued "Addenda and Corrigenda to Tentative List of Jewish Cultural Treasures in Axis-Occupied Countries," as a supplement to *Jewish Social Studies*, vol. X, no. 1, 1948.

The Northwestern University Library has issued a mimeographed "Report on the Survey of the Rare Book Collection," by William A. Jackson.

Bulletin 1947, no. 12, of the Office of Education is *Public Library Statistics, 1944-45*. The bulletin was prepared by Willard O. Mishoff and Emery M. Foster.

*Documentreproductie* is the official organ of the Nederlands Genootschap voor Documentreproductie. The editor is C. J. J. G. Vosmaer.

Teachers college librarians will be interested in *Better Teaching through the Use of Current Materials*. This is a report on an eighteen-month study in English, science, and social science classes by the California Council on Improvement in Instruction, June 1946-June 1947. The report was prepared by Lucien Kinney and Reginald Bell, of the Stanford University School of Education.

Velma Shaffer is editor of the "Southeastern Conference on Library Education, Feb. 29-Mar. 6, 1948" at Atlanta, Ga. The 49-page mimeographed report includes addresses, committee reports, and papers by consultants.

Donald E. Strout is editor of the "Association of American Library Schools Newsletter." The first number was issued in June 1948, and contains "A Summary of Programs in Library Education in Accredited American Library Schools." Other members of the Publications Committee include Cecil J. McHale, Gladys R. Boughton, and Leon Carnovsky.

The Hawaii Library Association is publishing a union list of serial holdings in 22

libraries in Hawaii. Serials of worldwide scope are included with special emphasis on Hawaiiana, ethnology, and natural history of the Pacific area, sugar and pineapple culture, and tropical agriculture. The volume will contain approximately 255 pages (lithoprinted) and will sell for \$6. Advance orders may be placed with John B. McClurkin, chairman, Union List Committee, P.O. Box 3916, Honolulu 12, T.H.

More than 90 references on changes and experiments in college and university curriculums are listed in an annotated bibliography released during the spring by the Office of Education, Federal Security Agency. Entitled "Innovations in Curriculum Organization and Instructional Methods in Colleges and Universities," it is the first compilation of this kind that has been issued since 1932. The bibliography (Circular No. 240, April 1948) was prepared by Elizabeth N. Layton, Higher Education Division, Office of Education, Federal Security Agency. Copies are available from Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D.C.

A union list of scientific and technical periodicals in the libraries of greater Cincinnati was published in May. It lists the holdings of 58 public and industrial libraries and contains 3200 titles and more than 10,000 entries. The Cincinnati libraries are particularly strong in chemistry, medicine, and engineering. This guide was issued under the sponsorship of the Cincinnati Section of the American Chemical Society. It consists of 127 double column pages, lithoprinted, and is bound in paper. It is being sold at cost. The editor was Bernard Gessiness, Department of Chemistry, University of Cincinnati. Address all orders and inquiries to Dr. R. E. Oesper, Department of Chemistry, University of Cincinnati, Cincinnati 21, Ohio.

A definitive bibliography of American autobiographies is being compiled jointly by Daniel C. Haskell of the New York Public Library and Louis Kaplan of the University of Wisconsin Library.

The new edition of *The Language of World War II*, published by H. W. Wilson Company, and priced at \$3, is a greatly en-

larged version of the first edition which appeared in 1944. In addition to defining, it traces the origin and cites sources of war-created words and phrases, slang, nicknames, slogans, poster captions, initialed organizations, etc. It also includes a list of several hundred songs.

The first number of "Cooperative Notes," a mimeographed newsletter edited by Willis Kerr and issued by the libraries of the Associated Colleges at Claremont, Calif., for the Committee on Regional Cooperation, Southern District of California Library Association, appeared on June 10. "Cooperative Notes" is intended to serve as "an occasional record for libraries of Southern California concerning bookbuying, important acquisitions, and trends in regional planning of book resources."

"Books at Claremont," the first issue of which appeared on June 1, is another mimeographed newsletter issued by the libraries of the Associated Colleges at Claremont. This publication will list the more significant recent acquisitions of these associated libraries.

The National Council of Business Schools announces the availability of the following handbooks for administrators and guidance instructors: *Technical Handbook—A Directory of Approved Technical Institutes in the U.S.*; *Directory of Approved Private Business Schools*; *Home Study Blue Book—A Directory of Approved Correspondence Schools*. These guidebooks may be acquired by requesting them from the National Council, 839 Seventeenth St., N.W., Washington 6, D.C.

*A General Index to First Fifteen Annual Reports on Historical Collections, University of Virginia Library, 1931-1945* was published by the University of Virginia Press in June. Edited by Francis L. Berkeley, Jr., curator of manuscripts, it runs to 144 pages and contains an appreciation of the archival work of Dr. Lester J. Cappon, signed by Harry Clemens, librarian.

"How to Use the Library: A Syllabus for Six Lessons," has been issued by the library of State Teachers College, Farmville, Va. Dr. Beverley Ruffin, librarian, and her staff conduct classes in the use of the library.

# Review Articles

## The Survey at Cornell

"Report of a Survey of the Libraries of Cornell University for the Library Board . . . October 1947-February 1948." By Louis R. Wilson, Robert B. Downs and Maurice F. Tauber. Ithaca, Cornell University, 1948. 202p. (Lithoprinted.)

In 1942 a pseudonymous W. Bolingbroke Johnson published an excellent detective story, *The Widening Stain*, in which the action centers in a university library of fantastic architecture and atypical organization. Its rumored identification with Cornell is supported by the survey report here reviewed. There are fortunately few, if any, substantial collections of research materials which can share with Cornell such an unenviable history of thoroughly decentralized control, inadequate and inappropriately designed space, and what must be characterized as irresponsibility toward its libraries on the part of the university administration. The description of such a situation has unusual value as a statement of what might have resulted on many other campuses, had better judgment not prevailed years ago; and as a warning to those universities whose library situation includes some of the disabilities reported of Cornell by the surveyors.

The Cornell library picture contains all the classic elements of administrative chaos. A collection of 1,300,000 volumes—studded with such gems as the Dante, Petrarch, and Icelandic collections—is maintained and served through a jerry-built organization of more than thirty autonomous or loosely related library agencies, of which the university library and the agriculture group are the largest and most general members. Over-all control of Cornell's libraries is consigned to a faculty group—the library board. Such expensive operations as the purchase of books and binding, the exploitation of university publications for exchange, and cataloging occur in a variety of ways without sensible coordination or unified control. It is to Cornell's credit that the university is willing to display, for the benefit of others, the results of *laissez faire* management.

It is beyond the purpose of the survey to discover the source of this situation. To do so would be a valuable exercise in library history and an illuminating chapter in the record of university administration. It is easy to attribute the cause to the scholar-as-librarian—a type which has figured more than once in Cornell's history—and to his preoccupation with the gathering of books. It is more probable, however, that the dual sources of Cornell's support: private endowment and governmental appropriations and their reflection in the university's organization are the root of the trouble.

The Cornell survey team represents high authority in the fields of library government and statesmanship, resources, and technical services. Its recommendations are consistent with trends in librarianship manifested during the last two decades. If realized in the form of decision and action, they will raise the Cornell libraries, in time, to the level of libraries at comparable universities.

The Cornell survey report is of especial value to the administrators of large university libraries because the comprehensive surveys which preceded it—with the exception of the Stanford survey, as yet unpublished—have dealt with small collections. In no other survey have the many problems of a large library collection operating in a complex university been so fully examined.

In 1939 the Wilson-Branscomb-Dunbar-Lyle survey of the University of Georgia Library established a survey pattern for university libraries. During the ensuing decade this pattern has been applied to Indiana, Florida, South Carolina, Stanford, and—with modifications—to Mississippi. The results have been, and will continue to be, useful, wholly apart from their value to the examined libraries, to students and practitioners of university library administration. They are case studies of whole libraries; they reveal in detail the application of the best professional thought to problems which confront all scholarly libraries. There is hazard, however, in repetition: the hazard of the stereotype.

Perhaps we approach the end of a period. Many of these surveys occurred in an administrative interregnum, laying the foundation for a new program. Within the decade of these comprehensive surveys much change in chief administrative positions has taken place. It is conceivable that this crop of vigorous regimes will adopt a new attack. Two alternatives suggest themselves: the survey by non-librarians, supplementing modern administrative theory; and the limited, specific study of a single problem.

Most library surveys are made by librarians. Although they may add the weight of outside authority to locally-held views, they are drawn from a common reservoir of wisdom; a survey by experts is next door to a self-survey. It would be interesting to experiment with an examination of the end-products of library techniques and administration by the users, rather than the manufacturers.

An alert administration can readily identify a handful of specific local problems that will certainly yield to determined expert study, without being able to supply—from stock—the expertness required, or the time needed. This calls, not for the grand, comprehensive survey, but for a concentrated attack. What university administration will be so realistic as to employ a specialist in research, or a series of experts, to explore its community's needs for the subject cataloging of certain kinds of materials; the relation between undergraduate teaching methods and library services; or the analysis of the reference function in the large university library system? These are matters which commend themselves to the graduate library schools, but there is some doubt that libraries can await the necessarily slow processes of such agencies.—*Donald Coney, University of California Library, Berkeley.*

## The Survey at Columbia

"Report of a Survey of the Technical Services of the Columbia University Libraries," by Maurice F. Tauber [and] L. Quincy Mumford. "A Report on Certain Problems of the Libraries and School of Library Service," by Louis R. Wilson, Keyes D. Metcalf [and] Donald Coney, chairman, New York N.Y., Columbia University Libraries, 1947. 57p., 85p. (Mimeographed).

These two publications, taken together, constitute a survey of the most important problems which confronted the new library administration at Columbia when it assumed responsibility for the libraries and the School of Library Service about five years ago. The release of these reports has been delayed because they were prepared in 1944 for the guidance of the university administration and the library administration, and these purposes could be served without publication. The reports have now been made available because it appeared that many of the problems faced at Columbia are not unlike those to be found in other large university library systems, and hence the solutions proposed by the surveyors for Columbia might be considered to have applications in other institutions. Even where the problems of an institution's libraries may seem quite unlike those at Columbia, it

is not unreasonable to expect that the recommendations made for Columbia may suggest solutions which might be suitable.

These survey reports may be considered as administrative reports, since they deal in very considerable part with problems which had been identified by the library administration, and for which, in at least some instances, tentative solutions had been proposed. They are concerned primarily with problems that fall within the jurisdiction of the administrative officers of the libraries and of the university rather than with matters of interest to members of the faculty or to the administrative officers of the various colleges and schools. Although this type of survey has apparently come into fairly common use by administrative officers of large libraries, the reports prepared as a result of these studies are seldom made available in published form, and are not widely known. These Columbia reports are the more welcome for this reason.

A second feature of these survey reports is the method by which they were prepared. They are not based so much on extensive compilations of data and extended series of conferences with faculty members and general university administrative officers as are some library surveys. Instead, the reports

appear to be based on data submitted by the library administration and by responsible library staff members through the form of written reports or conferences or both. Using these sources for data bearing on the problems, the surveyors have proceeded to outline their proposed solutions in the light of their personal experience and of general principles of library administration and operation. This type of survey was well adapted to Columbia since it was not faced with the problems which have confronted many other institutions that have used surveys as means of working toward the solution of their problems. In many institutions where surveys have been made it has been apparent not only that an impartial outside view on the problems of the library was desirable, but that, in addition, it was necessary, both in assembling the information on which the survey report was to be written and also through the instrument of the report itself, that strong support for the recommendations be developed among the faculty and administrative officers of the university.

The report dealing with the technical services is concerned largely with the clarification of lines of authority and responsibility. The identification of the functions to be performed by the various departments and divisions and the recommendations as to assignments of responsibility necessary in order to effect a proper ordering of all of the activities involved is dealt with in a thorough manner. The chief recommendation of this report is that a responsible administrative officer be placed in charge of the technical departments and that he be authorized to act for the director in these areas except in matters of broad policy with which the director might consider it desirable to concern himself. The analysis of the activities of these departments and of the staff required to perform them, in itself constitutes justification for the position.

The second report represents more completely than that on technical services the "general impression" survey rather than the detailed factual survey. It is concerned with the government and administration of the libraries, personnel, budget, accounting and fiscal procedures, the program for the library, the building needs of the library, library privileges, exhibits, and the School of Library Service. In the area of government, the re-

port considers the responsibilities of the library council and the representation of the libraries, in the person of the director, on the university council. Suggestions are also made for a closer integration of the libraries of the institutions associated with Columbia and the Columbia University libraries themselves.

The administrative organization recommended for the libraries and put into effect shortly after the reports were written, provides for three assistant directors responsible for general administration, readers' services and technical services. The division of authority and responsibility set up for these positions is indicated only briefly in the report and has been worked out through experience over the past few years. The wisdom of this form of organization for a library system as large as Columbia's has now been demonstrated by experience.

The chapter devoted to the library program might be called the charter for the libraries. The importance, in such an undertaking, of assessing, first, the place of the libraries in the university, next, the place of the university libraries in the metropolitan area, and finally, the place of the university libraries in the national and international intellectual and cultural world, is presented with a clear realization that the potentialities of the Columbia libraries are very great and that they can be fully realized only if they are conceived on a high plane with clear perception of all the possibilities presented by the physical location and the position of leadership which has already been achieved. That it is easier to describe such a program in terms of its elements than actually to produce it, and that it is still more difficult to realize in actuality the program which may be set forth is readily acknowledged, yet the importance of the basic conception of the program is apprehended as vital to any accomplishment which is not to fall far short of the objectives which may be reasonably set up.

The chapter dealing with the School of Library Service identifies the chief problem of the school as a financial one, and suggests that the solution to many of its problems cannot be found until a stable annual budget can be assured. Means by which the educational program of the school may be expanded and strengthened so that a program leading to the

doctorate may be reasonably undertaken are outlined. In the discussion of the curriculum the analysis is not as thorough and detailed as might have been expected, nor does it concern itself fully with some of the questions which library school administrators and faculty members have had to face in the past few years. The question of the degree to be granted after a one-year course is settled in favor of the bachelor's degree and some doubt is expressed concerning the comprehensive examination program. The new curriculum which is being inaugurated at Columbia this fall undoubtedly drew some of its elements and its guiding principles from this chapter, particularly as regards the strengthening of the graduate program. The chapter, however, seems to accept the traditional first year program as settled, whereas the new program at Columbia represents significant departures from the first year program of the past twenty years.

As informed studies by experienced univer-

sity librarians of important problems in one of the major university library systems in the country, these reports are of value not only to the institution for which they were prepared, but as contributions to the literature of university librarianship. It is to be hoped that at some date in the not distant future a well-qualified person, perhaps one of the members of the original survey committee, will be invited back to Columbia to study the progress which has been made in dealing with these problems and to prepare a report showing the experience of the libraries in the ensuing five-year period in attempting to put into effect the recommendations contained in the survey reports.

All who are interested in or concerned with the administrative problems of large university libraries will read these reports with attention and possibly use with profit.—*Stephen A. McCarthy, Cornell University Library.*

## Classification for International Law

"Classification for International Law." Based on Elsie Basset's Outline of Topic Headings for Books on International Law and Relations in Classified Form and expanded by Kurt Schwerin. Charlottesville, Va., University of Virginia Law Library, c1947.

It may not seem quite fair to appraise from the point of view of its general usefulness a tool which was developed primarily for the use of one particular library, and whose chief merit must be measured by the degree to which it fulfills the needs of that library. As the foreword suggests, however, it is hoped that the present classification scheme will find wider application; the following comments are therefore offered on the basis of this statement.

The classification follows Miss Basset's Outline of Topic Headings for Books on International Law and Relations in Classified Form, published as Appendix 2 of her *Cataloging Manual for Law Libraries* (New York, Wilson, 1942). Dr. Schwerin's contribution consists of the expansion of the notation and, in several instances, the interpolation and rearrangement of topics.

The scheme is divided into three sections:

Treatises on International Law, Treatises on International Relations, and Reports and Documents. A list of examples of call numbers taken from the catalog of the University of Virginia Law Library, a list of country symbols, and an outline of classification for private international law (conflict of laws) are appended. The section, Treatises on International Law, is subdivided into an introductory general part which is not limited to treatises but includes various forms of publications, e.g. case books, encyclopedias, bibliographies, etc., and into parts on the state, maritime law, diplomacy, treaties, international disputes, and war. The section, International Relations, has no formal subdivisions and includes a multitude of topics. It begins with general subjects of world politics, including the history of alliances and wars from the American Revolution down to the present reconstruction period. The history of the foreign relations of the United States and of other countries, with which the outline is continued, is followed by topics of peace, peace congresses, questions of disarmament and international congresses, the League of Nations, and the United Nations. Special topics

of international agreements such as commerce, copyright, postal service, and labor questions, conclude this section. The third section, Reports and Documents, provides for all the serial publications in the field, on the theory that less frequent shifting of the whole collection is necessary if material requiring most frequent shifting comes at the end of the collection. This arrangement follows Miss Basset's reasoning in the original outline scheme.

The basic notation consists of two-figure numbers ranging from 00 to 99. It is expanded through interpolation of decimal figures when additional topics require greater detail. It is a peculiar feature of Dr. Schwerin's notation that figures with decimal function are appended to the two-figure numbers without insertion of a decimal point; thus, 465 is preceded by 46 and followed by 48. The result of this economy is that the notation cannot be expanded beyond 99 basic numbers, and new concepts which may evolve in the future must be crowded into this straight-jacket.

As Miss Basset points out in the introduction to her Outline of Topic Headings for Books on American and English Law, which equally applies to the present outline, her scheme was designed mainly as an aid in selecting subject headings. Topics appear therefore in more than one place in the outline scheme, and for purposes of classification one definite place must be selected for the shelf location of the books. The necessary specification of a definitive place for a specific topic has not been carried through in many instances, and identical topics are scattered under various subjects throughout the scheme without indication which of the various possible aspects should attract the material and which should serve as cross-reference only. Thus, provision is made for topics such as "Reciprocity," "Most favored nations clause," and "Trade agreements" both under treaties in the section on international law (363) and in the section on foreign relations (71). Bibliography is scheduled at the beginning of the scheme (008) and, without apparent justification, again at the end (99). Provision for material on the atomic bomb is made in not less than four places: land warfare including methods and use (513), aerial warfare (54),

prohibited instruments and methods of warfare (514), and history of international relations (661).

In some instances, the usefulness of the scheme will be enhanced if apparent conflicts are resolved, or the scope of the captions is explained to the user. E.g., while criminal jurisdiction is classed under the synonymous title of international criminal law (38) the subordinate topic, extraterritorial crime, is classed with extritoriality under the general topic, the state (14). On the other hand, international delicts (*i.e.*, criminal offenses) are classed under state responsibility (18), a topic by which is generally understood the liability of governments for civil torts committed by officials of the state. The theory of war crimes, an example of the substantive law of international offenses, however, is found with the procedural problem of criminal jurisdiction (38). Since the problem of criminal jurisdiction and extraterritorial crime is one of the conflict of laws rather than of international law, its inclusion here appears questionable. Specific war crime trials are placed with the history of international relations of the postwar period (6154).

Although conventions or agreements on specific phases of private or administrative law create "international" law in the meaning of intermunicipal law, their significance lies not so much in their nature as a phase of the law of nations as in the creation of uniform municipal law in certain fields of private or governmental activity. The conventions listed in sections 71-733, and international control of atomic energy in peacetime (661) should probably be listed here, too, therefore, belong with their subjects in general law or other places in the classification rather than with international relations.

Despite the above criticisms, the new classification scheme is to be welcomed as a stimulating contribution to the thinking on the problem of the control of the overwhelming output of publications in the field of international law and relations on the part of those librarians who are seeking a middle ground between the inadequate schedule of the decimal classification in its present form, and the close classification of the Library of Congress.—*Werner B. Ellinger, Library of Congress.*

## Guide to Propaganda, Communication, and Public Opinion

*Propaganda, Communication, and Public Opinion: A Comprehensive Reference Guide.* By Bruce Lannes Smith, Harold D. Lasswell, and Ralph D. Casey. Princeton, Princeton University Press, 1946. x, 435p.

Together with an earlier volume by the same team of authors in 1935 under the title *Propaganda and Promotional Activities*, this constitutes the most elaborate annotated bibliography in the rapidly growing field of mass communication. The 2600 titles listed in the present volume cover publications from mid-1934 to March 1943, and a substantial proportion of these are briefly annotated with respect to salient subject matter and social attributes of the author. As a guide to the major publications in this sphere, it has several distinctive advantages. Its plan of classification is such as to allow the reader to locate the specific materials he may be seeking in any specialized division of the larger field. Further aid to the location of bibliographic items is provided by elaborate author and subject indexes running to some 4500 separate entries. In a substantial proportion of cases, the reader is referred to biographical directories in which further information about selected authors is available. Insofar as it bears upon mass communications, the bibliography is clearly comprehensive, with no conspicuous oversights.

Precisely because the volume has so much to commend it, detailed attention should be given to its occasional shortcomings. First of all, the bibliography suffers from the defects of its qualities. The compilers have evidently ranged widely in many diverse literatures to collect hundreds of items which have only a tangential bearing upon mass communications. The very catholicity of the compilation lessens its specific usefulness. At times, the most germane items threaten to be swallowed up by those of questionable relevance. The neophyte may be confused when he explores a bibliography on propaganda, communication, and public opinion to find himself confronted (and I chose from a much more extended list) by references to works on fiscal policy and business cycles, the red army, a statistical yearbook of the trade in arms and ammunition, the city, the American college graduate,

and economic differentials in the probability of insanity. Now each of these works may be excellent in its own right, and the bibliographers may have attempted, properly enough, to avoid parochialism in their choice of materials, but the result is that these distantly related and dubiously collateral references constitute too large a proportion of the whole. At least, that is the judgment of this one reader. It would seem preferable to segregate these vaguely contextual sources from the materials dealing most directly with the ostensible subject-matter of the field under consideration.

There is, further, the appraisal of four prefatory essays on "the science of mass communication" (which run to about a fourth of the text). Following the organization of the bibliography, these essays are centered on the communicator, the channels and the content of communication, and its effects upon audiences. Presumably, these essays are designed to serve the admirable purpose of orienting others than the specialist in mass communication to the chief elements and structure of the field. The essays themselves are of distinctly uneven quality.

The account of the channels of communication, particularly the press and radio, by Ralph Casey is competent, well-organized and all too brief. He traces changes in the widening and deepening avenues of communication within the contexts of a developing democratic social structure, technological changes, and cumulative urbanization. His exposition gives evidence of an intimate and analytical knowledge of the field, as reflected, for example, in his treatment of the consolidation and integration of the mass media.

The essay by B. L. Smith on "the political communication specialist of our times," on the other hand, is heavily crowded with infelicities of various sorts. The greater part of the discussion is based upon six distinct tabulations based upon a grand total of sixteen cases (*i.e.* the heads of state of eight major powers and their propaganda ministers). One must agree with the author that this account involves "a provisional classification of highly insufficient data" and one may go further to question the worth of setting out the results

on estimated incomes, occupations, and education of the fathers of these sixteen individuals, their own exposure to "authoritative symbols of society," etc. It is a little disconcerting to find this slender base subjected to computations of percentages (to one and two decimals) just as it is distressing to read some of the *ad hoc* interpretations of the career-lines of these "political communication specialists."

Harold D. Lasswell, who, to the best of my knowledge, coined the now current term "content analysis," and who has contributed so largely to the development of this field, sets out the functions and the chief techniques for analyzing the content of communications. This compact and economical account, utilizing a series of concrete instances of content analysis should serve to acquaint the reader with the essential problems and procedures.

The final introductory essay, also by Professor Lasswell, deals with the "effects of communications." It is largely and inevitably devoted to a critical account of how the effects of communications might be studied since this division of the field contains strikingly few rigorous or systematic researches.

Whatever its limitations, the fact remains that no other bibliographic guide to mass communications approximates the value of the Smith-Lasswell-Casey volume. Since its appearance, the field has been growing at a rate considerably higher than that in the period covered by their book. Librarians, communications specialists, and interested laymen would all be benefited were the same team of authors to publish the third volume of their work in the near future.—*Robert K. Merton, Columbia University.*

## Modular Planning

*Modular Planning for College and Small University Libraries.* By Donald E. Bean and Ralph E. Ellsworth. [Iowa City, Iowa] Privately printed by the authors, 1948. 53p.

So-called "modular" planning for libraries has been talked about, and written about to a lesser extent, for more than ten years. The idea has been given impetus since the end of the war by the deliberations of the Cooperative Committee on Library Buildings, by the 1946 Institute of the Graduate Library School of the University of Chicago, and by speeches and addresses at library meetings. The present volume, in its introduction and general comments, and in the basic plans included, attempts to be of practical assistance to those librarians who have already become interested through the more theoretical discussions which have appeared in print. It succeeds very well. It is difficult to say much more than this about a volume of this character.

It would be possible, of course, to produce here another essay on modular construction itself. Your reviewer has been a more or less active proponent of the idea since about 1937, when Alfred M. Githens, the architect, called upon him at the University of Chicago with plans for a building of this type which, alas, was never built. But such an essay would be out of place here, since it could not but

duplicate in essence what the authors of the present volume have said very well indeed. They have listed clearly the advantages of modular construction. If they have not pointed out its disadvantages, it is probably because they do not exist except in theory and in the minds of a few die-hard conservatives, or with those who have axes to grind, like the representative of a company which manufactures multi-tier stacks who called upon me a few days ago.

Attention should be called, however, to two points which the authors make which have nothing to do with modular construction itself. The first of these is the emphasis they place upon the necessity for understanding between the librarian and the architect which will make it possible for the librarian to explain what is needed clearly enough so that the architect can translate these needs into steel and stone. Mr. Githens made this same point in his very admirable paper before the Graduate Library School Institute in 1946. It is one which needs constant emphasis. Proper use of the book under review will at least help the librarian to do this.

The other point is much more specific, but not much less important. It is the warning the authors sound against rule-of-thumb methods of determining space needs. Their emphasis on the effect of room shape and

other factors than floor area alone on capacity is well taken and to be remembered.

I am sure that not even the authors (neither of whom can be characterized properly as a modest man) would call this a great book. I will not even call it a good book, because

that adjective is out of place when applied to a writing of this sort. But it is a useful book, and its usefulness, like that of the type of building it describes, is not of a temporary kind.—*William M. Randall, U. S. Merchant Marine Academy, King's Point, N.Y.*

## Names and Places in the News

*World Words; Recommended Pronunciations.*  
By William Cabell Greet. 2d ed. New York, Columbia University Press, 1948. 608p.

This new edition of Professor Greet's *World Words* has been revised and greatly enlarged. Now listing about 25,000 entries, it contains more than twice as many as the 1944 edition. The dictionary might be more precisely titled "names and places in the news" since more than 95 per cent of the entries are

for personal and place names of current interest.

Phonetic and "spelled-out" pronunciations are given for each entry. When there has been considerable disagreement over a certain pronunciation, Professor Greet inserts an explanation for his particular choice. *World Words* is a highly useful compilation of pronunciations, many of which are not to be found easily in other reference works.—*Carl Reed, Columbia University Libraries.*

## FOR SALE:

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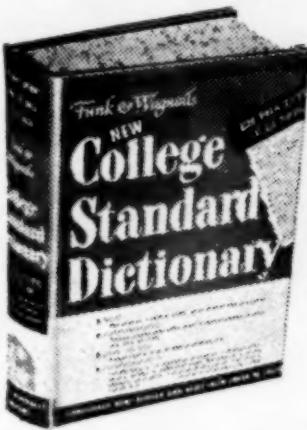
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# INDEX TO VOL. IX

Prepared by Foster E. Mohrhardt

Abbreviations	
app't—appointment	
cat.(s)—catalog(s)	
coll.—college	
l.(s), ln.(s)—library(ies) librarian(s)	
port.—portrait	
ref.—reference	
rev.—review(er)	
univ.—university	

## A

"A.C.R.L. and the statistics program of the Office of Education," Purdy, 112-115.  
A.C.R.L. Board of directors, meeting, San Francisco, 1947, brief of minutes, 72-73; meeting, Chicago, January 1948, brief of minutes, 255-256; business meeting, San Francisco, July 3, 1947, minutes, 65-71.  
A.C.R.L., constitution and by-laws, revised to July 1947, 74-78.  
A.C.R.L. executive secretary, report, 1947-48, 351-354.  
A.C.R.L. goals, 100-105; 291-298.  
A.C.R.L. officers for 1947-48, 190; officers (nominees), 1948-49, 187; officers for 1948-49, 194, 290; section officers for 1947-48, 189.  
A.C.R.L. publications committee, documents on library administration, 285-86.  
A.L.A. Board on Resources of American Libraries and International Relations Board, Conference on International Cultural, Educational, and Scientific Exchanges, Princeton University, November 25-26, 1947, Williams and Noble, rev. of, 275-277.  
A.R.L., brief of minutes, Jan. 30, Chicago, 251-254, 256; digest of minutes of general interest, Phila., June 11, 347-350, 354.  
Adams, Scott, "The Army Medical L. and other medical ls. of the nation," 126-132.  
"Administrative organization and financial support of land-grant coll. and univ. ls." McCarthy, 327-331.  
Agriculture, ref. services needed, 318-322.  
Agriculturists, technical l. service to, 323-326, 331.  
American Documentation Institute, 145-150.  
Appointments, 83-85; 173-174; 258-259; 360-361.  
"Army Medical L. and other medical ls. of the nation, The," Adams, 126-132.  
Ashton, Lorene M., "The Experience

ment Station Record, 1933-46," 316-317.

Assembly of Librarians of the Americas, 207-210.  
"Assistance to the faculty in l. research; report from Cornell univ.," King, 227-230.  
"Attack at various levels and stages," Besterman, 164-165.  
Audio-visual services, Lycoming Coll., 308-310; teachers college, 311-315, 322; Univ. of Oregon, 299-307, 310.

## B

Bartolini, R. Paul, "The position-classification plan for univ. ls." 343-346, 361.  
Baughman, Roland, rev., 183-186.  
Bean, Donald E. Modular Planning for Coll. and Small Univ. Ls., rev. of, 373-374.  
Beck, Hubert P. Men Who Control Our Units, rev. of, 274-275.  
Beetle, Clara, "Report to the A.L.A. Bibliography committee on the Assembly of Librarians of the Americas," 207-210.  
Bennett, Fleming, "A multi-purpose serials record," 231-237.  
Bercaw, Louise O. "Library service to technical agriculturists," 323-326, 331.  
Berelson, Bernard R., app't & port., 79.  
Besterman, Theodore, "Attack at various levels and stages," 164-165; ed., British Sources of Reference and Information, rev. of, 277-278.  
Bibliography, 155-168.  
Bookbinding: Its Background and Technique, Diehl, rev. of, 183-186.  
Book lists, 33-40.  
Book obsolescence, 33-40.  
Book selection, 3-5, 14.  
"Books of exceptional age," Gosnell, 33-40.  
Bousfield, Humphrey G., "College ls with dual roles," 25-32.  
"Bow to the old and the new, A," Carlson, 99.  
Branscomb, Lewis C., app't & port., 257-258.

Brown, Edna Mae, "New periodicals of 1947, pt II, 151-154; "New periodicals of 1948, pt I, 334-338.

Brown, Helen M., app't & port., 81.  
Buildings, coll. l., 221-226.

## C

"California examines its divided cat.," Nyholm, 195-201.  
Carlson, William H., "A bow to the old and the new," 99; "Our four year goals: contributions of coll., univ. and ref. ls," 291-294, 298.  
Casey, Ralph D. Propaganda, Communication and Public Opinion, rev. of, 372-373.  
Catalogers, 54-58.  
Catalogs, 195-201.  
Charles, Dorothy, "Salary and tenure of catalogers," 54-58.  
Clapp, Verner W., "The L. of Congress and other scholarly ls. of the nation," 116-125; rev., 275-277.  
"Classification for International Law," Scherwin, rev. of, 370-371.  
College and Research Libraries, editorial staff, 99.  
"College and research ls and the C.I.N.E.," Hintz, 332-333.  
"College and university l. statistics," Mohrhardt, 238.  
"College l. buildings self-appraised," Muller, 221-226.  
"College ls with dual roles," Bousfield, 25-32.  
Committee on Implementation of National Plans, 332-333.  
Coney, Donald, rev., 367-368; "A Report on Certain Problems of the Ls and School of Library Service," rev. of, 368-370.  
"Contribution of the U.S. Office of Education in the field of coll. and univ. l. statistics: present and potential," Dunbar and Mishoff, 106-111.  
Cooperation, regional, 136-144.  
Cooperative book purchase, 15-17, 24.

Curricula, library school, Columbia, 286; Illinois, 267.

Curtiss, Dorothy W., app't & port., 170-171.

**D**

David, Charles W. "Report from Europe," 145-150; A.R.L. report, 347-350, 354.

"Department of Agriculture Library and its services, The," Shaw, 133-135.

Deutsche Gesellschaft für Dokumentation, *Die Dokumentation und ihre Probleme*, rev. of, 180-183.

Diehl, Edith, *Bookbinding: Its Background and Technique*, rev. of, 183-186.

Ditzion, Sidney, rev., 274-275.

Documentation in Germany, 180-183.

"Documents and publications of the United Nations," Winton, 6-14.

"Documents expediting project in its first year," Halvorson, 15-17, 24.

Documents, federal, 165-167; municipal, 167-168.

Downs, Robert B. "Report of a Survey of the Ls of Cornell Univ.," rev. of, 367-368.

Dunbar, Ralph M. "Contribution of the U.S. Office of Education in the field of coll. and univ. l. statistics: present and potential," 106-111.

**E**

Ellinger, Werner B., rev., 370-371.

Ellsworth, Ralph E. "Midwest reaches for the stars," 136-144; *Modular Planning for Coll. and Small Univ. Ls*, rev. of, 373-374.

"Engineering ls: their purpose and organization," Hyde, 59-64.

England, Grace A. "Local author collections in ls," 339-342.

Espenshade, Edward B., Jr., "A guide to map sources for use in building a coll. map l.," 45-53.

Esterquest, Ralph T. "Regional l. centers, 1946-47," 215-220.

Evans, Luther H. "Introductory memorandum; in National bibliography and bibliographical control: a symposium," 155-156.

*Experiment Station Record, 1933-46*, The, Makepeace and Ashton, 316-317.

**F**

"Federal documents," Wilcox, 165-167.

Finance, 327-331.

Fussler, Herman H., app't & port., 355-36; ed., *Library Buildings for Library Service*, rev. of, 268-270.

**G**

"Goals of the A.C.R.L.," Wilson, 100-105.

Godfrey, James L., ed. *The Graduate School: Dissertations and Theses*, rev. of, 270-272.

Gosnell, Charles F. "Books of exceptional age," 33-40.

"Graduate studies in coll. and research librarianship," 175.

**H**

Graduate Work in the South, Piereson, rev. of, 270-272.

Grady, Marion B., "Nonbook materials in a teachers coll. l.," 311-315, 322.

Greet, William C., *World Words*, rev. of, 374.

"Guide to map sources for use in building a coll. map l. A," Espenshade, 45-53.

**I**

Halvorson, Homer, "The documents expediting project in its first year," 15-17, 24.

Heathcote, Lesley M., app't & port., 79-80.

Henne, Frances, app't & port., 82.

Hintz, Carl W., app't & port., 357-358; "College and research ls. and the C.I.N.P.," 332-333.

Hutchins, Margaret, rev., 277-278.

Hyde, William H. "Engineering ls: their purpose and organization," 59-64.

**J**

Iben, Icko, rev., 180-183.

Illinois univ., announcement of new curriculum, 267.

International exchanges, 275-277.

International Federation of Documentation, 145-150.

International Federation of Library Associations, 145-150.

**K**

Kilpatrick, Norman L., "Midwest reaches for the stars," 136-144.

King, Henry H. "Assistance to the faculty in l. research: report from Cornell univ.," 227-230.

Knight, Edgar W., ed., *The Graduate School: Research and Publications*, rev. of, 270-272.

**L**

Lancaster, John H., "Teachers and ls," 211-214, 220.

Land-grant coll. and univ. ls., 327-331.

Lasswell, Harold D. *Propaganda, Communication and Public Opinion*, rev. of, 372-373.

Librarian of Congress, *Annual Report for the Fiscal Year Ending June 30, 1946*, rev. of, 89-90.

Libraries, municipal coll., 25-32.

Libraries, organization and government, 25-32.

Libraries, research, 216-225.

"Library in the educational institution, The," Sabine, 3-5, 14.

Library lighting, 85.

"Library of Congress and other scholarly ls of the nation, The," Clapp, 216-225.

"Local author collections in ls," England, 339-342.

Lyle, Guy R., rev. 270-272.

**M**

McCarthy, Stephen A., "Administrative organization and financial support of land-grant coll. and univ. ls," 327-331; rev., 368-370.

Makepeace, Laura I. "The Experiment Station Record, 1933-46," 316-317.

Maps, 45-53.

Medical Library Association, 175.

Medical ls., 41-44, 53, 126-132.

Merton, Robert K., rev., 372-373.

Metcalf, Keyes D., "A Report on Certain Problems of the Libraries and the School of Library Service," rev. of, 368-370.

"Midwest reaches for the stars," Ellsworth and Kilpatrick, 136-144.

Milam, Carl H., app't & port., 257.

Milczewski, Marion A., app't & port., 358.

Mishoff, Willard O. "Contribution of the U.S. Office of Education in the field of coll. and univ. l. statistics: present and potential," 106-111.

Mohrhardt, Foster E., "Coll. and univ. l. statistics," 238.

Moriarty, John H. "Needed ref. services for American agriculture," 318-322.

Muller, Robert H., "College l. buildings self-appraised," 221-226.

"Multi-purpose serials record," Bennett, 231-237.

Mumford, L. Quincy, "Report of a Survey of the Technical Services of the Columbia Univ. Ls," rev. of, 368-370.

"Municipal documents," Rankin, 167-168.

**N**

"National bibliography and bibliographical control;" Vanderbilt, 156-164; a symposium on, 155-168.

Necrology, 85; 174; 259.

"Needed ref. services for American agriculture," Moriarty, 318-322.

"New members," 279-284.

"New periodicals of 1947, pt. II," Brown, 151-154.

"New periodicals of 1948, pt. I," Brown, 334-338.

"New program at Columbia," 286.

News from the field, 86-88; 176-179; 262-267; 362-366.

Noble, Ruth V., *Conference on International, Cultural, Educational and Scientific Exchanges* . . . , rev. of, 275-277.

"Nonbook materials in a teachers coll. l.," Grady, 311-315, 322.

Nyholt, Amy Wood, "California examines its divided cat," 195-201.

**O**

Oregon Univ., audio-visual service, 299-307, 310.

"Organization and Personnel Procedure," revision of, 278.

"Our four year goals: contributions of coll. univ. and ref. ls," Carlson, 291-294, 298.

P

Periodicals, new, 151-154; 334-338.  
Personnel, 54-58; 71; 79-85; 169-174; 257-261; 278; 343-345; 355-361.

*Personnel Manual for Executives*, Young, rev. of, 268-269.

Pierson, Mary B., *Graduate Work in the South*, rev. of, 270-272.

"Planning and preparation of the Technical Information Pilot and its cumulative index," Taube, 202-206.

"Position-Classification plan for univ. ls," Bartolini, 343-346, 361.  
Powell, Benjamin E., "The second decade," 295-298.

Probst, John B., *Measuring and Rating Employee Value*, rev. of, 268-269.

*Propaganda, Communication, and Public Opinion*, Smith-Lasswell-Casey, rev. of, 372-373.

Public L. service demonstration bill, 73.

Purdy, G. Flint, "The A.C.R.L. and the statistics program of the Office of Education," 112-115.

R

Radford, Wilma, rev., 273-274.  
Randall, William M., rev., 373-374.

Rankin, Rebecca B., "Municipal documents," 167-168.

"Recataloging program of the Army Medical L., The," Wright, 41-44, 53.

"Recent personnel changes in foreign libraries," Thompson, 259-261.

Reece, Ernest J., retirement, 355; rev., 269-270.

Reed, Carl, rev., 374.

Reference books, 318-322.

"Regional library centers, 1946-1947," Esterquest, 215-220.

Reichmann, Felix, app't & port., 172-173.

"Report from Europe," David, 145-150.

"Report of a Survey of the Ls of Cornell Univ.," Wilson-Downs-Tauber, rev. of, 367-368.

"Report of a Survey of the Technical Services of the Columbia Univ. Ls," Tauber and Mumford, rev. of, 368-370.

"Report on Certain Problems of the Ls and the School of Library Service," Wilson-Metcalf-Coney, rev. of, 368-370.

"Report to the A.L.A., Bibliography committee on the Assembly of Librarians of the Americas," Beetle, 207-210.

Retirements, 174, 361.

Robb, Seymour, app't & port., 81-82.

*Rules for Descriptive Cataloging in the Library of Congress*, U.S. L. of Congress Descriptive Cat. Division, rev. of, 90-94.

Rush, N. Orwin, "Annual report of the executive secretary of A.C.R.L., 1947-1948," 351-354.

Ryan, Thomas A., *Work and Effort*, rev. of, 268-269.

S

Sabine, George H., "The Library in the educational institution," 3-5, 14.

Salaries, 54-58.  
"Salary and tenure of catalogers," Charles, 54-58.

Schwerin, Kurt, "Classification for International Law," rev. of, 370-371.

"Second Decade, The," Powell, 295-298.

Serials, 231-237.

Shaw, Ralph R., "The Department of Agriculture L. and its services," 133-135; rev., 268-269.

Shoemaker, Richard H., app't & port., 83.

Smith, Bruce L., *Propaganda, Communication, and Public Opinion*, rev. of, 372-373.

Smith, Sidney Butler, app't & port., 80-81.

Special libraries, 59-64.

Staff. See Personnel.

Statistics, 106-111; 112-115; 239-250.

Swank, Raynard C., "Univ. of Oregon's audio-visual service," 299-307, 310; rev., 90-94.

Stewart, Frederick W., app't & port., 171-172.

Stewart, Nathaniel, "The Superintendent of Documents and American Ls: a liaison approach," 18-24.

Stokes, Katharine M., app't & port., 358-359.

Strout, Donald E., app't & port., 359.

"Superintendent of Documents and American Ls: a liaison approach," Stewart, 18-24.

T

Taube, Mortimer, "Planning and preparation of the Technical Information Pilot and its cumulative index, The," 202-206.

Tauber, Maurice F., "Report of a Survey of the Technical Services of the Columbia Univ. Ls," rev. of, 368-370; "Report of a Survey of the Ls of Cornell Univ.," rev. of, 367-368; rev., 183-186.

"Teachers and Ls," Lancaster, 211-214, 220.

Teachers coll. Ls, 311-315, 322.

Theses, library school, 175.

Thompson, Lawrence S., app't & port., 356-357; "Recent personnel changes in foreign ls," 259-261.

U

Unesco, 145-150.  
United Nations Documents, 6-14.

U.S. Army Medical Library, 41-44; 53; 126-132.

U.S. Department of Agriculture Library, 133-135; 323-326, 331.

U.S. government documents, 15-17; 18-24; 165-167.

U.S. Library of Congress, 89-90; 116-125.

U.S. Library of Congress. Descriptive cataloging division. *Rules for Descriptive Cataloging in the Library of Congress*, rev. of, 90-94.

U.S. Office of Education, 106-111; 112-115.

"University of Oregon's audio-visual service," Swank, 299-307, 310.

V

Vanderbilt, Paul, "National bibliography and bibliographical control," 156-164.

VanMale, John E., obituary, 169-170.

W

Whitten, Nat, "Audio-visual services at Lycoming Coll.," 308-310.

Wilcox, Jerome K., "Federal documents," 165-167.

Williams, Edw.n E., *Conference on International, Cultural, Educational, and Scientific Exchanges* . . . , rev. of, 275-277.

Wilson, Eugene H., "Goals of the A.C.R.L.," 100-105.

Wilson, Louis R., [John E. Van Male], 169-170; "Report of a Survey of the Ls of Cornell Univ.," rev. of, 367-368; "A Report on Certain Problems of the Ls and the School of Library Service," rev. of, 368-370.

Winchell, Constance M., *Reference Books of 1944-1946*, rev. of 273-274.

Winton, Harry N. M., "Documents and publications of the United Nations," 6-14.

*Work and Effort*, Ryan, rev. of, 268-269.

*World Words*, Greet, rev. of, 374.

Wright, Louis B., app't & port., 170.

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Y

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